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ABSTRACT

This guide was designed to help parents of preschool children utilize high quality children's literature to enhance communication between parents and children. The first section focuses on informal educational techniques parents can use with their preschool children. Specific topics examined include story reading and story telling, intellectual and social development through books, the importance of children's early experiences with books, artistic development through books, the importance of nursery rhymes and poetry, books that every child should own, and the role of books in the development of children's self concept. The second section presents many practical ways in which parents can encourage children's interest in books. Intellectual, social, and language activities and suggested books are listed in five age spans from birth to five years. The third section consists of an annotated bibliography of more than 500 children's books. Entries are arranged alphabetically in 29 areas of interest such as alphabet, beginning science, birthday and seasonal, health and doctor, medal winners, multicultural, new baby, cloth and board books, religious, song books and understanding oneself. Indicated for most books are suggested beginning ages of enjoyment for hearing the stories read by parents. (JMB)

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COMMUNICATION SKILLS FOR PARENTS THROUGH CHILDREN'S LITERATURE

"A guide for parents of young children"

Marjory Frances Brown, Ph.D.
Professor of Education
George Mason University

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PREFACE

Communication Skills For Parents through Children's Literature has been written to meet the day to day needs of parents of young children. It is a guide to informal "home education" for preschoolers. It is intended to help parents develop the art of lifelong communication with their children.

The media is filled with terms such as "the alienation of youth" and "the generation gap". Parents fear the 'teen-age years and wonder if the loving baby of today will develop into a stranger, tomorrow. Communication skills between parents and child must be developed and nurtured from infancy by sharing ideas, enjoying mutual thoughts and learning the wonderfulness of the art of human communication which transcends all boundaries. Whether one is two years of age or eighty, one's inner needs are the same--to laugh, to cry, to be intrigued by a thought, and to share one's innermost ideas with another. Story-telling and story reading bring old and young together in the greatest of all bonds-- human friendship. This book endeavors to help parents develop warm-hearted communication skills through the usage of the best in books for young children.

The first section, "Parent-Child Communication Skills through Literature presents many ways in which parents may help children through story-telling, story reading, enjoyment of picture books, nursery rhymes and verbal interplay. A listing of books every child should own is included.

The second section, "Experiences With Books" presents many practical ways in which parents can encourage children to be interested in books. Things to do and books to use are listed in five age spans from birth to five years. Parents will find a wealth of suggestions for communication learnings for any young child. The final section lists good books for young children under categories such as Animal Books, Counting Books etc.

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Section A

Parent-Child Communication Skills through Literature

CHAPTER 1

STORY READING AND STORY TELLING

"Once upon a time there were three bears - A great BIG father bear - A Middle-sized mother bear and a tiny 'wee' baby bear."

Words such as these begin the happiest time of the day for parents and babies -- the Story Hour. No time of life, no human experience can match the wonders of story time. During these childhood hours, parents and children learn the art of communicating, of sharing ideas and of discovering depths of human love that will last throughout each lifetime. These earliest stories, told and retold by loving parents, are never forgotten and the loving relationships formed help children grow to adulthood knowing their parents as friends whom they have trusted since babyhood.

This book is written for the parents of one to four year-olds who wish to help their children take the first steps into the wonderland of books. Thousands of books for children are published annually, and parents may wonder what is best for a baby or young child.

This volume is premised on the belief that family life is strengthened and made rich by involving parents and children in books. Story telling and story reading are warm-hearted family social get-togethers in which all members of the family share the happiness of oral communication. Through the Story Hour, and the communication engendered, family ties are strengthened and bonded in a unity of thought and purpose. For the child, these times of family sharing develop the intellect and the socialized nature. Children who grow up in a warm-hearted, communicative home feel loved and wanted and are free to share ideas and feelings with the most wonderful people in their world -- mother and father.

Through fine children's books the artistic and aesthetic senses are developed as well as understandings of others and oneself. A child to whom these books are read is rich in ideas, in communicative abilities and is able to meet the challenge of school days without fear or failure.

Because the Story Hour is so important in the life of a child, how should young parents begin to share books with a child?

1. First, try to set aside a time for the Story Hour. Just before bedtime is ideal. Children love to be read to sleep. This is one of the supreme joys of childhood. Frightening, overly-exciting tales are not wise choices for a bed-time Story Hour. It is better to use quiet stories, poems and songs that calm a child and cause him to fall into a peaceful sleep.

Sometimes a middle-of-the-morning Story Hour is ideal because mother may take a rest from her household duties and enjoy her baby. Another favored time is when father comes home and can share in the fun of reading. Because the Story Hour is soul-satisfying to parents, both should have the fun of sharing in this activity. Sometimes a father will not be sure how he should begin to communicate with his baby. A sure-fire guarantee for success follows:

1. Put the baby on your lap.
2. Give him and hug and a squeeze and smile.
3. Open the book.
4. Looking intently at the book, say in your most expressive voice, ONCE UPON A TIME THERE WERE THREE BEARS . . . .

THIS FORMULA IS GUARANTEED to make you the happiest man in the whole wide world! TRY IT AND SEE HOW HAPPY YOU AND YOUR BABY WILL BE!

2. Your baby should have a Story Time everyday. It does not matter who reads or tells stories. Utilize grandparents, older brothers and sisters - anyone who likes to read and talk to your baby. The daily reading and sharing of ideas sets a pattern for future learning and helps a child know that reading and communicating are very important facets of each day.

3. Utilize a wide variety of stories, and books. You may choose from many sources: a shiny book from the supermarket, a magnificently illustrated picture book from the library, an adult magazine or the sports page of the newspaper.

Do not confine yourself to book reading. Sing songs, read poetry, or enjoy a finger play.

Story-telling about the family heritage should be an integral part of the Story Hour. We live in a rootless, changing society and your child needs the inner security that comes from hearing over and over the stories of when you were young, or how grandmother or great grandfather lived long ago. Try to recall happy incidents in your childhood. Describe the houses and the streets where you lived. These are stories that are real to your child and give him a sense of belonging in time and place.

4. At first, keep the Story Hour very short. For a child up to twelve months, one or two minutes for a poem is enough. Some babies will enjoy the activity so much they will want it repeated over and over -- usually in small segments. As your child develops, the Story Hour will grow longer and longer and you will be begged for more and more stories. This is a wonderful experience for you because you have sold your child on the value of books and learning, and you and your child are well on the way to a lifetime of communicating and intellectual sharing of ideas.

5. When your child begins to question, spend time talking about the events in a story. Let him talk about the story. At times he may wish to tell you a story. Sometimes, show him a word or part of a word and tell him what the printed page "says". This helps to set the stage for an understanding of the process of reading.

6. When reading a story, let your child sit on your lap and look at the book from the same direction and angle as you read. If you have two or three children, put one on your lap and the others by your side. A child needs to observe and become involved in the left-to-right-eye-swing movement of reading. If he sits in front of you, everything will be upside-down and backwards and the natural method of reading will be distorted. If you must read to a group of children, read a line or two and then show the book close up to the group. This is a compromise and should be avoided if possible.

Many children learn to read, naturally, without formal schooling, sitting on a parent's lap. Give your child the chance to develop correct eye movements each time you read.

TELLING STORIES TO CHILDREN

How can parents learn to tell stories to their children? The process is simple and easy: Read the story, poem, or song a few times to place the sequence of events firmly in your mind. Think of the plot as a series of colorful episodes. Do not attempt to memorize a story; but poetry and song may need memorization. Picture the episodes in your mind and tell each episode as you picture it. This makes the story yours and for your child it becomes a personalized story you know and enjoy sharing. For example, in The Three Bears, Episode 1 is the bear's house and what it looked like;

Episode 2 is Mother Bear cooking and the bears going for a walk; and Episode 3 is Goldilocks finding the house and sitting on the chairs. In Episode 4, Goldilocks eats the porridge and in Episode 5 she goes upstairs to sleep. In Episode 6 the bears arrive home and in Episode 7, they find Goldilocks.

If you were telling Episode 6, you would picture the house as the bears approached it. You picture sweet peas in a row near the door. Your version might be: "Mother Bear said, 'I think I'll pick a few sweetpeas for the table.' Father Bear said, 'I'm hungry. I'm going in to eat.' Father Bear opened the door and suddenly he said, 'Someone's been sitting in MY chair.' Mother Bear dropped the sweet peas and ran into the house. 'Oh' she cried, 'Someone's been sitting in my chair!'"

As children reach two and three years of age they want you to tell or read stories exactly the same way every time. It doesn't matter if you forget the details, the child remembers and will prompt you and be a little surprised you have forgotten. From his point-of-view a story is a story, is a story. It is orderly and always the same. This sameness gives order, reliability and steadiness to his life and gives him a confidence in a world that can be trusted and is unchanging. An unchanging, patterned environment in the early years gives a child the stability and security he will need for the future when the pattern of life becomes one of constant change. Therefore, you will discover that your story-telling needs to be patterned the same for each telling for your two's and three's. For infants anything goes, as long as the story has oft-repeated words, rhythm, fun and nonsense.

Good books for parents about children's books and story telling at all age levels are:

Bryand, Sara Cone. How to Tell Stories to Children. Gale Research Co. Detroit, 1973.

Duff, Annis. Bequest of Wings. Viking, 1954.

Eakin, Mary. Good Books for Children. University of Chicago Press, 1954.

Eaton, Ann Thaxter. Reading with Children. Viking, 1940.

Fenner, Phyllis. The Proof of the Pudding. Day, 1957.

Larrick, Nancy. A Parent's Guide to Children's Reading. Doubleday, 1958.

CHAPTER 2

INTELLECTUAL AND SOCIAL DEVELOPMENT THROUGH BOOKS

The intellectual and social development of a child is enhanced through exposure to good books. This chapter endeavors to show parents how good books help in the development of various facets of these learnings. Areas covered include the importance of the growth of the socialized intelligence in the second and third years of life, communication skills in intellectual development, levels of cognitive development and the parents' role in concept development.

BOOKS AND THE SOCIALIZED INTELLIGENCE

The socialized intelligence may be defined as that intelligence in which the mind is capable of meeting other minds and communicating with these minds in the areas of feelings, understanding of others, and emotions. The development of the socialized intelligence is the development of a healthy mind capable of meeting the challenges of life by living not inwardly, but outwardly in relationship with others. Children who are mentally ill do not develop the socialized intelligence and in varying degrees are incapable of meeting other minds. Thus this area of child growth is of prime importance in all early development.

The socialized intelligence is based upon the development of a positive personal identity and an active interest in, and communicative ability with other human beings. This development is evident beginning around eighteen to twenty-four months and is fairly complete by thirty to thirty-six months. In the first few months the infant relies upon the parents for all the necessities of life. The parents are the child's model and the child makes every effort to conform to parental whims and wishes. However, at about eighteen or twenty months and up to thirty-six months, the child comes to think for himself and to stand apart, mentally, from the parents. These months are popularly called the "terrible twos." At two years of age a child will say "No, No" when asked to do something, or respond with "I don't have to." This is the most important step a child takes in the development of good mental health and socialized intelligence. The child has set himself apart, intellectually, in his mental decision-making from the parental mind. He begins to make independent decisions. At times he conforms and will do as the parent wishes, but, from this time on, independent decisions are more and more in evidence. The child trusts himself and has become an independent person, an entity in his own right.

Books and activities with books play a part in the development of the socialized intelligence. The socialized intelligence is based upon active communication with other humans. From birth to three or four months, parents talk constantly to the child in face-to-face situations. The child develops an active interest in the world around himself and especially in the human beings who are part of his environment. The infant responds best in face-to-face confrontations with others. Speech, intellectual and social development is much more rapid in infants whose parents talk to them face-to-face in contrast with parents who talk in the vicinity of the child.

Gradually lullabies and nursery rhymes are added to the conversations and the child begins to respond with gurgles, coos, imitative words and word patterns. Thus is established the foundation for the socialized intelligence. When story books are read the child participates by telling the story to himself, his parents and later to a doll, or teddy bear, baby brother or sister. The child is learning to communicate with others through the medium of shared books.

By twenty to twenty-two months the child's facial response includes immediate eye contact with all human beings who come into his line of vision. He will also use direct eye contact with his toys and pets and will try to make them return the direct eye contact in play conversations. At this time the child will begin to show definite likes and dislikes in his choice of books. The mentally healthy child will insist on certain books for bedtime reading and will begin to choose ones different from the parental choice.

A home-life filled with books, stories and parents who love to communicate with the child encourages contacts with others in a setting of mutually shared trust. Lucky is the child who early learns to trust, to talk actively with, and to share the world of ideas with his parents. By eighteen or twenty months, this child will seek out each new person in his environment as someone to be trusted, and someone with whom to communicate. This child is well on his way to the development of a sound socialized intelligence. On the other hand, the child who does not use happy eye contact toward others, who early learns to avoid new contacts, learns suspicion and mistrust of others and the normal development of socialized intelligence is dwarfed and stunted. The sharing of books and stories by parents and children is one way to help the child develop into a normal, happy person interested in communicating with others.

BOOKS AND INTELLECTUAL DEVELOPMENT

If a child is to develop intellectually to his maximum potential he needs to be surrounded by a stimulating environment that causes him to think. Parents can provide this stimulation in many ways. Some of the factors in the home that enhance a child's chances for maximum intellectual development follow:

1. There needs to be much happy, face-to-face conversation between the parents and the child. This means that parents must want to talk to their babies and must be willing to take time to talk and read to the child in the first few years of life. Parents must be willing to try every possible means to develop their own abilities of effective communication at the child's level of understanding. Parents must learn to listen to what their child says and must, in return, have something worthwhile to say to the child. If parents are willing to talk to a child with love and understanding, the ability to communicate will be learned early.

2. The child should have many opportunities to see, touch and explore his environment. Books need to be part of the environment he will explore. A six-months-old child can sit on Daddy's lap and feel the slippery pages of a magazine. A twelve-months-old child can have his own magazines and books which he loves to hold and feel and look at. As he grows older he will love certain books for their stories and will be able to tell the stories verbatim to his dog, or the cat, or anyone who will listen.

3. The child's natural curiosity must not be stifled. The infant in his crib needs a few bright gadgets to look at and touch. The child who is crawling needs an unrestricted play area with many things to explore. Some of these should be books, magazines and newspapers. Find

a few discarded books, some big and some small, some shiny and brightly colored for your baby to feel, to turn pages and to look at the pictures.

4. Children need to see parents having fun with reading materials. They need to discover that books are fun and absorbingly interesting to their parents. Children imitate what they see and hear. If parents enjoy reading, the child will imitate the reading act and will hold books and pretend to read stories in the same manner as his parents.

5. A child needs a gradual development of good verbal skills because he controls and understands his enviornment through verbal ability.

As parents talk to the child and tell him stories he begins to form sounds and develops communication skills. As speech develops, so does the child's ability to control his environment. An infant will cry when thirsty; a one year-old will say "water"; and a two year-old will say, "I want pink lemonade." Thus the child gradually gains control of the world around himself. It is no longer an unorganized place where a cry elicits many forms of response from the family. The child has gained control, and "pink lemonade" may be obtained.

Story telling and story reading play a large part in the development of verbal ability. The child hears new sounds told by a loving parent. He hears wonderful words repeated over and over in similar patterns until they are part of his own vocabulary. These words have deep emotional meanings. They are not isolated words. They are part of an exciting world that a loving mother and father read about. In it are marvellous creatures like "EEYORE" and "WINNIE THE POOH"[1] and "THE CAT IN THE HAT"[2] and "PETER RABBIT" and "MR. MCGREGOR."[1] Even if you cannot say the names, because you are so little, you know what the words sound like and you know what they mean BECAUSE LOVING PARENTS TOLD YOU ALL ABOUT THEM IN EXCITING STORIES.

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[1] AA.A Milne, Winnie the Pooh. Dutton, 1954.

[2] Theodore Seuss Gesel, (Dr. Seuss) The Cat in the Hat. N.Y.: Random House, 1957.

6. Intellectual development is broader in a home where family roles are not held rigidly.

A family with rigid roles uses different parents-to-child conversational patterns then a family where roles are less rigid. In some homes one parent is boss, master and all important. The other parent is a less valuable member of the family and each child is given a defined role in the family hierarchy. The oldest son may be considered very important and receives all the privileges. A girl may be delegated to the role of servant and must wait on her brothers, shine their shoes, do their dishes and make their beds. The effect on the verbal,intellectual, and social development of all concerned is narrowing. Boys talk "boy" talk and girls talk "girl" talk. Boys do not learn the true meaning of kindness or love because they are not allowed to practise it. Girls know nothing about such areas of knowledge as electricity, magnetism, airplanes and legal proceedings. These are subjects for males only. For optimal intellectual development, children need a family structure where roles are not rigid and where the conversation for all sexes and ages is fluid.

Both boys and girls need to be exposed to books of all types. Give your daughters books such as Little Toot[2] by Gramatky, or Whistle for the Train[3] by MacDonald. They should be encouraged to be interested in books about how things are constructed and how things work. Read to them about the world of living things and give them books about scientific subjects and mathematics. Read to your sons books about kindness and love and caring for one another such as Best Friend for Frances[1] by Russell Hoban or What is a Whispery Secret?[2] by Lois Hobart.

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[1] Beatrix Potter, The Tale of Peter Rabbit. N.Y.: Warne, 1902.

[2] Hardie Gramatky, Little Toot. Putnam, 1939.

[3] Golden MacDonald, (Margaret Wise Brown) Whistle for the Train. Doubleday, 1956.

Try to cross rigid barriers in your family thinking patterns. Some of these may be:

(a) Sex defined roles.

(b) Social roles. If you are a family of storekeepers, introduce your children to stories of farmers, lawyers, etc. If you belong to a particular church or fraternal group, introduce your children to magazines and stories of other groups at as early an age as possible. If you belong to a strongly-defined ethnic or cultural group find stories of others to read to your children.

(c) Economic roles. Find stories of poorer folks, people who are well-to-do, and people who have differing economic life-styles than you.

7. Development of the power of wise, independent decision-making.

In infancy a child becomes emotionally attached to his parents. In early childhood the parental values, especially those of the mother are copied. The wise mother defines definite behavioral limits to the child. She inhibits the child's actions in many ways. Thus the child learns a set of behavioral rules which give him a pattern for living. By the second year the child knows these rules well and is ready to develop his own independent socialized behavior. He now chooses to obey, or disobey or vary his behavior. He can make these decisions because he has a set of values that are absolute, as far as his mother is concerned. He tests the opposites of her values, of her "no-no's" and "yes's" against the known standard she has set.

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[1] Russell Hoban, Best Friend for Frances. Harper, 1969.

[2] Lois Hobart, What is a Whispery Secret? Parent's Magazine Press, 1968.

The child who comes from a home where the values change, where the parental standards for child and adult behavior vary from day to day does not develop an early set of rules or values about behavior. When he reaches two years and begins to develop his socialized intelligence he cannot make decisions because he has no standard of steady values upon which to base a decision. This child will do what is expedient, at the moment, and will act impulsively as the people in his adult world do. Thus his ability to make decisions is hampered and his life may become one of frustrated, impulsive behavior patterns.

Books may help the child develop early patterns of values. However, these must be reinforced by parental action in day-to-day living. The need for the development of early value systems is, what possibly caused our Puritan ancestors to write their books of moral behavior for children. Today we realize that "preachy" books have little effect, yet, the need for the wise development of a sound value structure in early childhood remains. Parents must find ways to give a baby a set of behavioral rules that give pattern and meaning and stability to life; then, independent decision making can develop upon the basic structure during the second and third years of life.

8. Parents learn how to question and converse with their children on various levels of cognitive development.

Much research has been done to analyze the levels of cognitive development. As the child progresses through the first few years of life, exposure to the best books and to adults who can communicate with children helps the child develop increasingly complex cognitive abilities. The upper levels of cognitive ability are the province of the adult mind; but the child as young as two or three years can be aided in his development along the levels by thoughtful parents who are willing to wait for the child's normal maturations, but gear the communication with the child to varying levels of attainment.

With our modern knowledge of child growth patterns, it is not too likely that a parent will push a child, heartlessly, along the path to intellectual achievements, yet the warning must be given to each generation of parents: "BE CAREFUL! WAIT FOR THE CHILD! BE PATIENT! GUIDE SLOWLY AND CAREFULLY!"--for the opposite may mean untold intellectual and emotional damage.

In the following outline, The Taxonomy of Education Objectives[1] in the Cognitive Domain is interpreted for the parents of young children. These are arbitrary levels sequenced step by step and show, in some measure, the developing levels of cognition. However, there is much overlapping of the levels and children think on many levels simultaneously.

Of what value is the Taxonomy to parents? It is useful in that it helps parents realize that when a child is reasoning well at a certain level, it would be wise for parents to converse at times, with the child on a little higher level. In many homes the level of conversation with children remains on a lower level than necessary. Therefore this listing is given to suggest that as children grow and develop, so should the parent-child conversational levels. However, in normal conversation, every level will be touched upon as the family members communicate with each other.

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[1] Benjamin Bloom, editor. Taxonomy of Educational Objectives. Handbooks I and II. N.Y.: David McKay Co. Inc., 1969.

1.00 Knowledge.

This is recall of what the child already knows.

When a two-year old knows a loved story well, this means he can "Find the baby, Find the rabbit."

1.10 Knowledge of Specifics.

In this second level of the Cognitive Domain the child can recall specific items from a story or from something that has happened in the family: "What did daddy say? Where is your dog?"

1.11 Knowledge of Terminology.

The child knows the name or the verbal or non-verbal symbol of items in his stories or in his environment. This is the "Naming Game" where children love to name the things they know.

The child can answer questions such as, "Where is your nose?" He can point to a picture and answer questions such as "Where is the donkey? Show mother the caterpillar."

This level of cognitive ability includes non-verbal symbols such as the understandings shown by reaction to commands such as: "Clap your hands! Knock on the door!"

Books like Richard Scarry's Best Word Book Ever are useful for helping children at this level.

1.12 Knowledge of Specific Facts.

This is a more precise level of thinking in which the child would know specific information such as: "His name, address, phone number, names of aunt and uncles, etc."

1.20 Knowledge of Ways and Means of Dealing with Specifics

This is above what is normal for babies, but the young child of three or four is beginning to develop such abilities. The child begins to form

[1] Richard Scarry, Best Word Book Ever, Golden Press, 1963.

connecting links between specifics. The child becomes aware of the structure of the world around himself. For example, he sees dark heavy clouds in the sky. He says "bad clouds." Then it begins to rain, and he may understand that the clouds brought the rain.

1.21 Knowledge of Conventions.

Society is made up of many conventions and rules which make the living process easier. These rules are usually arbitrary and children learn many of them in the first few years. Some examples are:

Saying "Please" and "Thank you."
Eating without spilling the food.
Eating without smacking one's lips.
Treating small living things gently.
Being careful of valuables.
Being fully clothed before going out on the street.

1.22 Knowledge of Trends and Sequences.

This is a knowledge related to time. Understanding the true meaning of time takes many years to develop. Babies who live in a predictably ordered environment begin to understand the sequence of events in a day. By eighteen months the daily time patterns come to have meaning. The child may become upset when the time pattern varies too widely.

By three or four years of age the child may understand that when the clocks' hands are in certain positions certain things happen. But understanding the relationships between timed events and the sequencing of timed events is not for this age group.

Stories are a major factor in helping children begin to understand this level of though for they contain many time-wise meanings:

Once upon a time.

Do you know what the big bear did then?

What happened yesterday?

1.23 Knowledge of Classifications and Categories.

This important phase of cognitive development is a game-type of activity that is fun to play with two to four year-olds. There are many commercially prepared games that help children match categories. However, in buying them one must be careful not to choose ones that are too difficult. The types of activities parents can use to develop this level of cognition are endless:

"Bring mother three vegetables!""Bring mother two tomatoes!"

"Are these vegetables?"

"Let's pick some flowers.""Is this rose a flower?"

"Are all these weeds?

2.00 Comprehension

This is the lowest level of understanding. The child knows what is being communicated and can make use of the idea being communicated.

"Wave bye bye to grandma!"

"Your shoelaces are untied, let Daddy tie them."

"Your doll is on the floor in your bedroom. Go and put it away in its crib!"

2.10 Translation.

This is the ability to translate from one level of abstraction to another or to translate from symbolic form to another form. Babies begin to do this when parents give them a scolding about something they had done wrongly and the child replies, "Me be good, Me be good."

To an infant a picture is meaningless, but as books and pictures are read to him he begins to translate the symbolic picture into a concrete idea. He does this when he names the items in a picture.

2.20 Interpretation

To interpret ideas one must comprehend the idea and understand their relationships.

Through story reading and story telling children begin to interpret what they have read. One four-year-old, talking about Goldilocks, looked very thoughtful and said, "Goldilocks should always stay home with her Mommie."

2.30 Extrapolation

The extension of trends beyond given data to determine implications, consequences and effects which are in accordance with the conditions described in the original communication.

By four years of age the child who has lived in a free verbal environment and who has had many stories read to him, will begin to think at this level. One child, after enjoying the story of the Gingerbread man, was asked, "What should the old lady do next time she bakes a gingerbread man? He replied, "She should stand beside the oven and catch him before he runs away."

The higher levels of knowledge, which are not discussed here, are based upon the above fundamentals and are developed by:

1. Much verbal interaction between parents and children.
2. Many real experiences.
3. Much story reading.
4. Parental questioning and discussions that lead to higher levels of thought.

9. Concept development can be strengthened by the use of questions and discussion.

When an adult hears a word, many ideas and feelings are brought to mind about that word. These are the adult's concepts of the word. The richer one's experiences with the word, the richer one's mental picture of the word. Concept formation is basic to most higher order thinking. Suppose LONDON were the word and an adult had spent many years living in LONDON. The mention of the word would evoke thousands of memories and the individual's concept of LONDON would be rich and varied. But suppose one knew LONDON only as a place on the map and the setting of a few TV shows, one's concept of LONDON would be poor and lacking variety.

If children are to lead rich lives, intellectually, their concepts of the world around them need to be enlarged and developed. Rich experiences in living are not always available and parents can substitute books for some experiences. However, books alone will not develop concepts. The process of concept formation is one of definite stages of development. The parents' role is to move the activity of thinking through the stages by means of questions and discussions based upon concrete experiences and knowledge of the concept being learned.

The caution for parents is that each stage of development is a long slow process that cannot be hurried. The parent may initiate the stage but cannot move to later stages until the child is ready. The parent must learn to wait -- to wait for months, and with some concepts, years, for the child to move to the next stage. The magic clue is the parent who is in tune with a child's thinking and can be ready to move to a new stage when the child is ready.

A series of three stages to describe concept development has been designed by Taba.[1] These are (1) Identifying and enumerating the data, (2) Grouping items of data and (3) Conceptualizing and labelling groups of data. Each stage builds on the preceding one. Stage 1 is basic to all learning. Before anyone develops a concept of anything new to him the data must be identified. If you are to understand the operation of a new sewing machine you must be able to find the needle, light switch, presser foot, reverse switch, etc.

Parents can help a baby with the first stage of concept development by playing "naming" games: "Show me your toes!" "Where is your nose?" "Where is baby?" "What is this?"

Some good books for naming objects for one's and two's are:

1. Scarry, Richard. Best Word Book Ever. Golden Press, 1963.
2. Scarry, Richard. Fun with Words. Golden Press, 1971.
3. Zaffo, George J. The Big Book of Real Fire Engines. Grosset, 1958.
4. Kaufman, Joe. Words. Golden Press, 1968.

Stage 2 is grouping items. Many ordinary acts of living may be used such as: "Bring me all the spoons on the table!" "Bring mother all the potatoes." "Let's put away all your big toys!" "Where are all your shirts? or dresses?" "Let's put your socks in this pile and Daddy's socks in that pile."

The ability to group concrete everyday items must precede groupings from the items in story books. Some books that are useful for grouping items are:

[1] From Bruce R. Joyce and Marsha Weil and Rhoada Wald, Three Teaching Strategies for the Social Studies. Chicago: S.R.A., 1972.

1. The cloth books developed by Hubbard Press: Animals, Pets, and Farm Friends.
2. The cloth books developed by Golden Press: Things that Go, My Animal Babies, and Baby's Toys.
3. Memling, Carl. Hi All You Rabbits! Parent's Magazine Press, 1970.

Stage 3 is conceptualizing and labelling groups of data. The child's ability to conceptualize groups of data begins in primitive form and becomes richer as more data is enumerated. At thirty months the child can conceptualize "CAT" as the grouping of four neighborhood cats of varying colors, some big cats at the zoo and the cats in his coloring book; but he cannot understand the adult's concept of the printed word CAT or the meaning of a "catty woman". These higher levels of the concept "CAT" will take more experiences and time to comprehend.

The third stage depends upon the richness of the child's experiences, and his intellectual maturation. By three or four years of age parents may question to guide thinking: "What shall we call these groups?" "What is the same in each group?"

Wide story-book reading is a must for concept formation and some books are written specifically for this. For example:

1. Rockwell, Anne and Harlow. Head to Toe. Doubleday, 1973.
2. Baer, Edith. The Wonder of Hands. Parents' Magazine Press, 1970.
3. Eastman, Phillip. Are You My Mother? Random House, 1967.
4. Hoban, Tana. Push. Pull. Empty. Full. Macmillan, 1972.
5. Hoban, Tana. Shapes and Things. Macmillan, 1970.

CHAPTER 3

SUCCESS IN READING IS DEPENDENT UPON EARLY EXPERIENCES WITH BOOKS

The most important school learning activity undertaken by any child occurs in the primary grades when he learns to read. However, educators and parents have come to realize that it is the background in language skills, in social, emotional and intellectual development the child has received in the pre-school years that causes success or failure in the reading process. Exposure to good books in the early years by loving parents is the foundation for all future reading abilities.

The most active period of growth both physically and intellectually takes place between birth and the age of four, therefore it is the parents who wield the greatest influence upon the child's future success in reading. Let's take Bruce as an example of a successful reader. Bruce came into the writer's grade one classroom as an eager and avid learner. By the end of the year he was reading, with understanding, on the fourth grade level. He was a delight to teach because he could pay attention to a lesson for fifteen or twenty minutes, remember what had been taught and was able to apply what he had learned to his next reading assignment. Above all he loved to read and was happiest when absorbed in a good book.

When Bruce was an infant, his mother spent much time talking to him. When he was ten months old he could say mamma, daddy, baby, dog. At twelve months he could imitate a few phrases. When Bruce was twenty months old his sister was born and his grandmother came to live with them for a while. She brought a Mother Goose book and read to him for long periods of time.

By the time he was twenty-four months his father was taking him to the library and would let him choose his own books. He developed a large vocabulary and would "read" picture books to his little sister. By the time he entered school, he and his sister had a little library of about 150 books, mostly paper backs. He could read his name and the names of cars and trucks he saw going by on the street. Bruce was a lucky boy. He had parents who gave him six years of reading experiences that made him ready to read and ready for school. Your child can be lucky, as well, if you make books part of the fun of early childhood.

BABIES CAN ENJOY BOOKS

Your child can enjoy books at an early age. Kelly was a pixie-like eighteen month-old who lived next door. One day I met her distraught mother in the library trying to get her to give back an overdue copy of Harry the Dirty Dog.[1] No amount of pleading or promises of a new book would cause her to loosen her grip on Harry. Kelly loved books. When she was twelve months of age she would hold a book on her lap and with utmost precision turn each page from the front to the back with absorbed satisfaction.

An infant enjoys patting the smooth pages of a magazine or book or feeling the textures of a cloth-page-book. At six months a baby will watch with solemnity as nursery rhymes are read over and over again. At twelve months the child may try to imitate the adult's sounds and movements while reading.

An infant should not be allowed to shred paper and tear up books. The approach should always be positive. "Nice book", is usually enough to prevent the child from doing undue harm to a book. A child needs to have his own books and his own magazines so that more expensive volumes are not injured by his early explorations.

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[1] Gene Zion, Harry the Dirty Dog. Harper & Row, 1956.

READING BOOKS AT TWO?

A few years ago, the media extolled the virtues of teaching a child to read at two or three years of age. In the past few years more emphasis has been placed upon the development of physical and motor skills before a child learns to read. Yet ads for reading programs for two's and three's are found today in several magazines. What should parents do? Should one try to teach a two year-old to read? This volume advocates giving children a wealth of story books and story book activities in the pre-school years as a preparation for the task of reading at five or six years of age. However, age is not the criterion in the learning process. A few rare individuals are ready to read at twenty to thirty months and a few individuals are not ready for formal reading programs until nine or ten years of age. When will your child be ready? Hopefully, he will be ready to accept formalized training at five or six years of age. This is a nationally mandated norm that is convenient, bureaucratically. Luckily, for children, today, ungraded schools are making it possible for the child who is not physically, emotionally and mentally ready to wait until he is nine or older; and these schools do not penalize the child who can read when he begins school.

Two or three years of age is believed by some to be too young an age to learn to read because of the damage that may be done to developing eyes.[1] However, some children learn to read, on their own, in these years and they do so without formal training of any kind and without apparent physical harm.

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[1] Henry L. Hirtgartner, "The Frequency of Myopia in Individuals under 21 years of Age" paper presented to the Texas Medical Society, Austin, Texas, 1963, p. 6.

If your baby learns to read by himself, try to find books with large print and supplement the intellectual activities with lots of outdoor play, and rest and time to daydream and do nothing. For healthy adult lives, childhood must be a time of play, relaxation and fun. However, the intellectually gifted child needs mental stimulation for happiness and every attempt should be made to encourage his mental development.

If you follow the ideas in this book your child may beg you to teach him to read when he is four or five. No joy of parenthood is as great as this -- when your child begs to know what the words say and is really and truly ready to learn. In our modern world we have tended to let the schools teach reading and most parents never try to teach this skill. One must wait for a child's sincere desire. Without this one's efforts are useless. Queen Elizabeth II of England taught her children to read before they were of school age. In many families this tradition and the skills involved are passed down from mother to daughter. Be sure you don't try to teach your child when he is in grade one. Two teachers, two loyalties and two methods will cause utter confusion and impede the reading progress.

Let's suppose your child is four or five years of age and wants to read, what method should you use? Queen Elizabeth used the Initial Teaching Alphabet, but most mothers use a combination of 100 -- 200 sight words of simple things around the house -- chair, door, floor, plus some phonics. They make cards with the names of the objects and put these on the object -- door. They play games with the cards until the child can place the correct name card on the correct object. This should be your own creative response to the books your child wants to read. REMEMBER the reading process comes AFTER you have done the things this book suggests. You must wait for your child to be ready. You must help him with a rich background of books and activities that prepare him for the reading process and he must want to read. He must want to read more than anything else he wishes to do. Wanting to read is the key to success.

FAMILY READING PATTERNS ARE IMPORTANT

Family reading patterns affect the child's attitude toward books. In families where reading is a prime activity, the infant will soon get the message and books and magazines will be among his favorite first toys. As he grows older he will learn from his parents that some books are more important than others. If Daddy reads Sports magazines or Playboy or a learned journal these materials will be "special" to the child. At times he will peruse them and try to copy the parental pattern of interest.

Unconsciously, each parent gives his children messages about books. "These books are good to read. These books are not. This book is fascinating. I love the pictures in this book." In essence, one's basic attitudes toward all types of literature is conveyed to the child in such subtle ways that we, as parents, do not realize what we are doing. If we want our children to become good readers, we must develop our own life styles in ways that make reading important. We need to do this before our children reach the baby imitative stages in which they copy our every mood and action. However, if we decide to change our life-style at any age and we are enthusiastic about it, our children will go along with us in many instances. If you are a parent and "never crack a book", and are hoping for scholarship and good reading abilities in your children, it is not too late to change. Older children may follow your lead, but your babies will definitely follow your reading habits.

TEACHING YOUR CHILD THE ALPHABET

Alphabet books are numerous and children are pressured, early, to "learn the alphabet". However, "Learning the alphabet" has little relationship to the reading process except for the long vowel sounds of A (ay) E (ee), I (igh), O (oh) and U (ū). Many children are confused by the differences between the alphabet letter names they were taught as babies and the true reading sounds of each letter. For instance, if a child is taught, initially, that "A" says "Ay", this becomes his prime response to every "A". His response to the "ah" sound of "apple" is weak and secondary, because he had the "Ay" sound of the letter reinforced over and over by parents and the media all his pre-school years.

What should parents do with alphabet books? Instead of teaching a child a "one cue sound" for each letter of the alphabet give him several cue sounds, so that when he begins to read he will have a variety of sounds with which to experiment when learning a new word.

When you show your child Aa beside the picture of an apple, tell him, "This letter says "Ay" (alphabet letter-name) and "Ah" as you can hear it in apple, and when you learn to read you will discover that sometimes it makes other sounds." Use the same method with each of the vowels. For consonants such as B say, "This letter's NAME is B but it SAYS something

VERY different. It SAYS the sound you can hear at the beginning of baby. Listen and you can hear it -- baby." (Never tell your child B says BUH. It doesn't. It never has and it never will. You can't say B all by itself, so don't try. The same is true of C, D, G, J, K, Q, U, and T. The consonants F, H, M, R, N, can be pronounced by themselves.)

The following listing of the sounds of the letters of the alphabet should help you, but you will need to adapt them to your child and your needs:

A - is "Ah" as in apple and "Ay" as in ate.

B - This is the first sound we hear in baby. See mother's lips as she says it.

C - is the first sound we hear in cat. Look at mother's lips as she says it. (Do not say CEE or Cuh. Both are distortions of the true letter sound.)

D - is the first sound in Dog.

E - says "Eh" as in wet, and "ee" as in see.

F - is the first sound we hear in fish and it sounds like an angry kitten. This is a consonant that can be pronounced by itself and children enjoy saying it.

G - is the first sound in good. Listen while mother says good.

H - is air blowing. (The parent should say hat, but stop before the sound of "ah". Note where the sound of H is formed and how you breathe to obtain it. This is a sound that can be produced by itself.)

I - "i" as in "pin" and sometimes "igh" as in night. (Parents from certain sections of the USA need to be careful in saying the sound of "i" in pin and "e" in pen because in some areas there is no difference. If you have this colloquialism in your speech it would be better to avoid telling your child this sound. In fact, the difference between these two sounds is not understood, usually by children under six. If your child has any difficulty hearing these sounds, avoid them until he is older.)

J - is the first sound in jam and can be said almost by itself. Be careful you don't say JUH, and distort the sound.

K - has the same sound a "C" in cat or "K" in "kitty".

L - most children and babies have said "l's" since infancy as in "ling-a-ling" the sound of a telephone.

M - this is one of the easiest for children. M says MMMMMMMMMMMMM.

N - is said with the lips parted and can be pronounced by itself. Some children pretend "n" sound like a mosquito.

O - should be taught as saying two basic things: the "O" in hope and the "O" as in on which is "aw".

P - cannot be said by itself and is the first sound in pony. However, it is a sound that infants know because they say a "p" in a bubbling sort of way when they are happy.

Q - is accompanied by U and is a sound that many babies experiement with quite early in a spitting sort of way. It is the beginning of queen and quick.

R - may be said alone and most babies of eighteen months have had much fun already, saying this delightful sound over and over. RRRRRRR. Children may say it for the sound of cars or trucks moving.

S - may be said alone as SSSSSS or the sound of a snake hissing.

T - cannot be said alone, but is the beginning sound in Teddy Bear and toys.

U - is a grunting sound that many children use for bathroom needs. It is the sound of "UH" or the u in "up". It is also the sound of the letter name of U as found in "use" and "music".

V - may be said alone as VVVVVV. Children enjoy the tickly feeling it gives to the lips.

W - is not WUH, which is a common error. (It is actually not a sound at all, but appears to have a rushing air sound when followed by other letters in a word. Place the mouth in the "OO" position and blow some air and then say WATER and you will get the effect. This one is a little tricky and is best explained by showing a child your mouth position and then saying a word that begins with W. These details should not be explained to a pre-school child. The parent should learn the sound and say it to the child.)

X - is easy. It is "X" as in OX or X-ray.

Y - should be taught as two differing sounds: (1) the "Y" in "my" or the letter name of "I". (2) The Y as at the beginning of YELLOW which cannot be pronounced by itself.

Z - is similar to S, but has a deeper tone that your children will enjoy saying as in zoo or zebra or like a buzzing bee.

wh - is the sound of h followed by the sound of w and is just like blowing out a candle. Notice that it is not the sound of "w" followed by the sound of "h".

sh - is the sound made to be quiet.

ch - is a choo choo train

th - (voiceless) as in think is like an angry goose.

th - (voiced) as in they is like an airplane

ng - is the delightful sound found in "ding dong bell"

Now that you know these sounds do you want to get an alphabet book and sit down and teach them to your child? CERTAINLY NOT!! You will approach this learning only when the child is ready for it. Perhaps while reading a new alphabet book you will see Ss-snake and will say "This is a snake. The first letter says SSS." Your child will laugh and perhaps imitate the sound. When you read Aa-apple you will say "This is an apple. The first letter says ah. Sometimes it says Ay like it does in snake." Then you and your child will take a look at the word snake. But, even though you are teaching your approach will be haphazard and casual - just for the moment. This approach is the best when teaching very young children.

LANGUAGE DEVELOPMENT PREPARES FOR READING

One of the most important values a child derives from his early experiences with books is in the development of language. Children who have heard hundreds of stories have a wealth of stored verbal knowledge. The parents may not immediately notice the value when children are one or two years of age, but by three or four years, patterns of language, passages of stories and poems long forgotten will be found in the child's speech. At times you will be amazed by the richness of your child's vocabulary and language patterns.

For beginning readers, the vowel sounds and especially the short vowel sounds are difficult. These are the "e" sound in pen, and "i" sound in pin, and the "ah" in cat, the "o" in top and the "u" in fun. Some difficulties are regional. If the child pronounces the words differently from the teacher then he will be confused. The closer parents have patterned their own usage of these sounds to the standard forms one hears on TV, the less problems a child will have.

Nursery rhymes are one of the prime ways in which children develop facility with the sounds of our language. Parents should memorize many of these and recite them over and over as part of the fun of living. The child who grows up knowing nursery rhymes will have:

1. Developed his memory so that he knows how to memorize by the time he begins school.
2. Learned to repeat and hear all the basic sounds needed for beginning reading.
3. Learned that poetry is fun and meaningful.

Few nursery rhymes are geared to one specific sound, but they "play" on the fun sounds of our language. Children need to be exposed to many of these rhymes so that the various sounds are learned. When a child reaches kindergarten age he will be able to say all the sounds in rhymes and all his kindergarten teacher will need to teach him is how these sounds make up the many words he already knows. Thus your child will have a HEAD START into reading.

Some fun nursery rhymes to learn yourself and then to teach to your child follow. Some of the delightful sound patterns involved are noted:

"J"

Jack be nimble
Jack be quick
Jack jump over the
  candlestick.

"TH"
This is the house that
    Jack built
This is the malt
That lay in the house
    that Jack built.
This is the rat,
That ate the malt
That lay in the house
    that Jack built.

"OW"

Bow, wow, wow,
Whose dog art thou?
Little Tommy Tinker's dog,
Bow, wow, wow.

"P, S, T"
Polly put the kettle on
Polly put the kettle on
Polly put the kettle on
And we'll all have tea.

Sukey take it off again
Sukey take it off again
Sukey take it off again
They've all gone away.

Your baby will be unable to repeat this rhyme but will enjoy hearing you say all the "p's":

Pease porridge hot, pease porridge cold,
Pease porridge in the pot, nine days old.
Spell me that without a P
And a clever scholar you will be.

Here is another fun rhyme for your child's listening pleasure:

There was a crooked man
And he walked a crooked mile,
He found a crooked sixpence
Against a crooked stile;
He bought a crooked cat,
Which caught a crooked mouse
And they all lived together
In a little crooked house

(Isn't the whole 'crooked' business fun?)

Diddle, diddle dumpling, my son John,
Went to bed with his trousers on;
One shoe off, and one shoe on,
Diddle, diddle, dumpling, my son John.

HE HAW HUM
John Cook had a little grey mare,
He haw, hum!
Her back stook up and her bones were bare,
He haw, hum!
John Cook was riding up Shooter's Bank
He haw, hum'
And there his nag did kick and prank,
He haw, hum!
John Cook was riding up Shooter's Hill
He, haw, hum!
His mare fell down and she made her will,
He, haw, hum!
The bridle and saddle he laid on the shelf,
He, haw, hum!
If you want any more you may sing it yourself,
He, haw, hum!

As you recite each line of the following, touch your baby's toes. He'll love it!

1. This pig got into the barn,
2. This ate all the corn,
3. This said he wasn't well,
4. This said he'd go and tell,
5. And this said--weke, weke, weke,
   I can't get over the barn door sill.

1. Tommy Tibule,
2. Harry Wibule,
3. Tommy Tissle,
4. Harry Whistle,
5. Little wee-wee-wee.

VOWELS: SHORT "A", SHORT "I"[1]

Dance to your daddy,
My little babby,
Dance to your daddy,
My little lamb.

You shall have a fishy
In a little dishy
You shall have a fishy
When the boat comes in.

You shall have an apple,
You shall have a plum,
You shall have a rattle-basket,
When your daddy comes home.

Hush

Hush-abye a baa lamb,
Hush-a-bye a milk cow,
We'll find a little stick
To beat the barking bow-wow.

"CH"
Charley, Charley
Stole the barley
Out of the baker's shop
The baker came out
And gave him a clout
Which made poor Charley hop.

SHORT "U", LONG "E"[1]

The old woman must stand
At the tub, tub, tub,
The dirty clothes
To rub, rub, rub;
But when they are clean,
And fit to be seen,
She'll dress like a lady,
And dance on the green.

D
Diddlety, diddlety, dumpty,
The cat ran up the plum tree;
Half a crown to fetch her down
Diddlety, diddlety, dumpty.

"W"

Wee Willie Winkie runs
through the town
Upstairs and downstairs in
his night gown
Rapping at the windown, crying
through the lock,
Are the children in their bed
for now its eight o'clock?

HOME FACTORS INVOLVED IN PRE-READING ACTIVITIES

As parents of infants and babies look forward to the years when their children will be in school, the need for giving a child the learnings necessary for reading achievement becomes evident. Much research is being done about what parents can do to prepare children for reading. In homes where children develop good reading abilities, researchers have found a number of factors in evidence.[1] The mothers and fathers in these homes tend to do the following:

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[1] Opie, Iona and Peter Opie. The Oxford Nursery Rhyme Book. Oxford: At the Clarendon Press, 1963.

1. Expect the child to achieve.

Children seem to grow up more able persons when they have parents who expect them to achieve, but parents need to be careful they do not pressure too early for intellectual achievement. Up until three or four years of age the child should be surrounded with every opportunity for learning. This includes plenty of good books, trips to the library and parents who are willing to sit down and READ AND READ AND READ as long as the child wishes to listen to stories.

2. Provide much encouragement and assistance in child learnings.

Parents need to learn, early in their parenthood, that the best way to help a child is by positive reinforcement. "Good for you! Comes let's try to do it again!"

Avoid slapping and negative verbal comments at all times. Do not compare two-year-old Sally with her four-year-old brother. Even though she is two, she will know what is meant when you say "Why John loved books and knew all his nursery rhymes when he was two and she just runs and plays all the time and won't learn anything." Sally is being discouraged intellectually--at two!

3. Read to their children.

In all studies this seems to be the prime factor, in the development of reading skills. It doesn't seem to matter if you are rich or poor, black or white, live in America or France, the FAMILY THAT READS to the children has CHILDREN WHO LEARN HOW TO READ.

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[1] Ideas from Joel L. Frost. Early Childhood Education Rediscovered. Readings. N.Y. Holt Rinehart and Winston, 1968.

Brown, Marjory. Research studies in early childhood reading abilities.

4. Engage in many problem solving activities with their babies.

Good parents suggest solutions to problems. Mickey, twelve months, stumbles trying to climb up a strange step. His mother says, "Here hang on to the side of the door and you can make it." At eighteen months Mary may cry trying to turn pages in her book, but her mother helps her by saying, "Here, put your hand right here and you can do it." John, age four, is trying to put a build-up toy together and is frustrated. His father doesn't go and build the whole thing for him, instead he says, "Here is the bottom piece. Can you find the next one?" This father encourages his son slowly and surely. He helps eliminate the sense of failure which leads to frustrations that often build and build within the child until he believes himself to be a failure.

5. Encourage adult-child conversations at mealtimes.

Mealtimes should be happy times. Times when the whole family get together and share the day's experiences. At least during one meal per day, all members should forego any other activity. Learn to shut out the phone, the TV and all distractions. Older children and the father should help get the table set so that mother is not harried, and has time to talk to the children. This is a time when the adults should act as if they were entertaining guests. They should respect the rights and conversation privileges of all members of the family, even the youngest. This ideal is a rarity in our modern homes where personal activities are considered more important than a friendly get together with the most important people in the world -- one's family.

In the ideal family even the baby has a chance to talk and be talked to. At the dinner table he learns language patterns and the stories of the great wide world outside his home sphere. Here it is that his attitudes, his morality, and his feelings about himself are brought into focus. He learns, by nine months, to sit in his high chair and eat what is given, to wait his turn, to say please and thank you, and to become a sharing member of his community. He doesn't slide out of his high chair and run off, because he knows the most exciting place to be is at the dinner table where the world is a happy place and the people in it love and talk to him.

6. Have a casual approach to teaching.

The parents who are desperate about the teaching-learning process have difficult times with their children. Children need unhurried parents who take time to savour a loved book; who don't worrk if you do not learn something today, they will try again tomorrow and tomorrow to help you. Learning is part of these parents personality, it is not something "We are going to do now." These parents teach constantly, but to the casual observer the learning process is not evident.

7. Utilize sequential learnings.

Parents whose children learn to read easily seem to have an innate sense of what their child is able to do next in the learning sequence. One mother of a fourteen month-old-child tried to get him to ring a bell that could be rung only by pulling a lever. This lever was too small for the baby hands and fingers to grasp. Patiently the mother said over and over again. "Put your hand here. Now pull." Of course the child could not do it and just screamed in frustration. This mother needed to learn that a parent should not give a child an impossible task to perform. Parents must learn to give children tasks that can be accomplished easily and with pleasure. Impossible tasks cause frustration, a sense of failure and a hatred toward the learning process. Learning must be sequenced a small step at a time and lead the child from one successful accomplishment to another.

8. Give time for parent-child conversations.

Parents, by example, teach language constantly. They give ample time for parent-child conversations and they read daily to the child so that he develops a knowledge of the meanings and the rhythmic structure of the language.

CHAPTER 4

ARTISTIC DEVELOPMENT THROUGH BOOKS

Books for little children are beautiful and delightful. Browse through the children's picture book section of your local library or bookstore and you will find yourself enchanted by the artistry of modern-day picture books. Notice the looks on the faces of young children as they enjoy the pictures! The enchantment is caused by the colors, the movement of line, the details and above all the marvel of a story well-told by an illustration.

Picture book illustrating for children has become a specialized art with some of the finest European and American artists creating exciting pictures for children to enjoy. Some favored illustrators of books for your child are: Marie Ets, whose Play With Me[1] pictures loneliness and friendship in true reality; Ezra Jack Keats in the The Snowy Day,[2] uses brilliantly patterned collage to show the enchantment of playing in the snow; Hardie Gramatky in Little Toot,[3] portrays a loveable, laughable animated tug-boat; and Maurice Sendak in Hector the Protector[4], develops a bold line drawing for a bold little boy who imagines he is a bold hero. The brilliantly-colored birds and animals in Birds[1] or ABC[2] by Brian Wildsmith make one wish to go out and buy his prints to cover a nursery wall, and Beatrix Potter's delicately detailed pictures show a genius of story in The Tale of Peter Rabbit[3] that several generations have loved. Look at these and bring them home for everyone in your family to enjoy.

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[1] Marie Hall Ets. Play With Me. Viking Press, 1955.

[2] Keats, Ezra Jack. The Snowy Day, Viking, 1962.

[3] Gramatky, Hardie. Little Toot, Putnam, 1939.

[4] Sendak, Maurice. Hector the Protector. Harper & Row, 1965.

After you realize the wizardry of modern-day illustrations and then comprehend the publishing costs of these magnificent volumes, you may wonder why so much effort goes into producing picture books for the very young. Monetary rewards for publishers and artists are obvious answers, but as you study these pictures you will realize that here is a new art form of this century that is being done by people who love children, understand them and want them to be enchanted by true works of art at child-levels.

What can your child gain from these beautiful books?

1. A love of fine quality illustrations. The variety and artistry of these illustrations will make a lasting impression upon your child and touch his growing aesthetic awareness.

2. An interest in books. Children are attracted to books by the jackets and the pictures. Modern illustrators know how to beguile the smallest child with color and beauty.

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[1] Wildsmith, Brian. Brian Wildsmith's Birds. Watts, 1967.

[2] Wildsmith, Brian. Wildsmith's ABC. Watts, 1963.

[3] Potter, Beatrix. The Tale of Peter Rabbit. Frederick Warne, 1902.

3. An interest in creating his own pictures. Many children try to create pictures after they see how an artist has drawn with pencil or collage or crayon. For example, The Snowy Day is bits and pieces of cloth and paper glued to a surface. This is an activity any three year-old would love and perhaps he might become a second Ezra Jack Keats, or just a happy gluer!

4. An awareness that pictures tell stories. Many books are being produced that do not have words and the child is encouraged to make up his own story from the pictures. Some of these books your child might enjoy are:

Goodall, John S. The Adventures of Paddy Pork. Harcourt, 1968.
Hoban, Lana. Shapes and Things. Macmillan, 1970.
Alexander, Martha. Out! Out! Out! Dial, 1970.
Carle, Eric. Do You Want to Be My Friend? Crowell, 1971.
Carroll, Ruth. What Whiskers Did. Walch, 1965.

5. The discovery that books can be amusing and very, very funny. Much of the fascination of the Dr. Seuss books is in the pictures. The pictures are funny. Look at The Cat in the Hat.[1] Every drawing is designed for laughter. Childhood is a time of seeking laughter, and if your child discovers that books can be funny, he will pore over the pages looking for something to whet his 'funny bone'.

6. Knowledge of things a child may not have the opportunity to see first-hand. This is, perhaps, the greatest value of pictures and picture books. The child learns about new worlds. He discovers there is more to life than what he encounters in daily living and his appetite

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[1] Dr. Seuss. The Cat in the Hat. Random House, 1957.

is whetted for more knowledge is increased. A child learns that some pictures tell of long ago, some tell of people living in far away places, some show a world of fantasy, and others a world of reality.

7. Enjoyment of details. The details of pictures fascinate children of two and three years. They love to touch the bunny and exclaim over a tiny house, a bright bird flying in the sky or the details of a truck or train. They will spend long periods of time looking and looking at a picture book. There is a sense of satisfaction and happiness in this act that is unique to the young child. This is a child's fascination with color, line and ideas and should be part of each child's heritage. We speak of the "right-to-read" for everyone; but before this right comes the "right-to-enjoy pictures," and the "right-to-gain-knowledge" that only good pictures and picture books can bestow.

8. Ability to see the world around themselves. Many persons grow up unseeing, even with good physical vision. They walk through the world unaware of the world around themselves. Many picture books cause children to become excited over the beauty in the natural world. Lionni[1] has illustrated books that cause children to enjoy the world of nature, to enjoy a worm, a blade of grass, or a tiny creature of the wilds. Beatrix Potter's[2] illustrations depict authenticated details of animals, flowers, mushrooms and toadstools. If a child is to become aware of these details, parents must talk about the illustrations with the child. Awareness and perceptions of more than the ordinary, in daily living, is caught from, not taught by parents.

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[1] Leo Lionni. Inch by Inch. Oblensky, 1960.

[2] Beatrix Potter. The Tale of Peter Rabbit. Warne, 1902.

WHAT TYPES OF ILLUSTRATIONS DO BABIES LIKE BEST?

The types of illustrations that babies usually like are those that:

1. Use bright, strong colors.
2. Have a flat-wash and look exactly like the object depicted.
3. Have simplified outlines.
4. Have objects outlined in dark colors.
5. Are uncomplicated perceptually.
6. Depict environments the child knows and understands.
7. Are the work of an artist rather than a photographer.

However, a good illustration for one baby is not necessarily a good one for another. All babies are different and "there are few limitations to a child's response to the arts. His capacity ranges over all kinds of subject matter and all types of literary and graphic forms."[1] The child is "largely free from stereotypes and limiting visual conceptions during the picture book years."[2] Parents should choose picture books that appeal to the individual child and use the guidelines only as suggestions.

Outstanding illustrators of young children's books (1) "have used the book as an art form and endowed the page with the same aesthetic qualities they incorporate in an easel painting or other graphic work" (2) "have personal and unique styles" (3) "represent the contemporary idiom, utilizing the elements of art to express a variety of ideas in many ways" (4) "interpret the text with directness and sincerity."[1]

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[1] McCann, Donnarae and Olga Richard. The Child's First Books. N.Y.: H. W. Wilson Co., 1973. p. 21.

[2] Ibid.

Your child will like very simple illustrations in his first year or two, but as you expose him to the modern-world of picture books his horizons will expand and he will love many illustrations, but a few will become favorites and will be loved for a lifetime.

WHERE CAN PARENTS FIND PICTURE BOOKS BY THE BEST ILLUSTRATORS?

There are three main sources for picture books by the best illustrators:

1. Libraries and Bookstores.

Good libraries and bookstores have personnel who know the best books in children's literature and their advice is often useful. If you live close to a library that has a children's room with a professionally trained librarian, you have an invaluable resource person, but you will still need to browse and choose books that appeal to both you and your child.

2. Award-Winning Books.

Several organizations in the United States, other countries and internationally make awards to illustrators of the best books in children's literature. Some of these are the American Caldecott Medal, the English Kate Greenaway Medal and the International Hans Christian Andersen Medal. It is difficult to obtain works by the noted Hans Christian Andersen award winners, except for Maurice Sendak, but keep these names in mind when you are looking for fine works of art for your child. (See listings in Bibliography)

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[1] McCann, Donnarae and Olga Richard. The Child's First Books. N. Y.: H. W. Wilson Co., 1973, p. 47.

3. A knowledge of the names of the finest illustrators.

The award books will give you many names of illustrators. The following listing will prove useful, as well, because it contains a variety of illustrators whose works may or may not have received awards, but have strong appeal to young children.

The writer's favorite illustrator for young children is Brian Wildsmith and especially his Brian Wildsmith's Birds.[1] Have you seen his penguins? Other favorites are all the Madeline[2] books, with their enchanting details; the vividly patterned Drummer Hoff[3] which was the favored 'first' baby book of the writer's grandson; and Taro Yashima's[4] warm-hearted drawings of children's moods and deepest feelings. You and your children will find your own favorites, to cherish and love.

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[1] Brian Wildsmith. Brian Wildsmith's Birds. Watts, 1967.

[2] Ludwig Bemelmans, Madeline. Viking, 1939; Madeline in London. Viking, 1961; Madeline's Rescue. Viking, 1953.

[3] Ed. Emberley, (Barbara Emberley, author) Drummer Hoff. Prentice Hall, 1967.

[4] Taro Yashima, Umbrella. Viking, 1958.

FAVORITE ILLUSTRATORS

Adrienne Adams. The Shoemaker and the Elves, from Grimm. Scribner, 1960.

_______________. Snow White and Rose Red, from Grimm. Scribner, 1964.

Jan Balet. Joanjo: A Portugese Tale, Delacorte Press, 1967.

Ludwig Bemelmans. Madeline, Viking, 1939.

_______________. Madeline in London, Viking, 1961.

_______________. Madeline's Rescue. Viking, 1953.

Marcia Brown. Puss in Boots, from Perrault, Scribner, 1952.

_______________. Cinderella, from Perrault, Scribner, 1954.

_______________. Once a Mouse, Scribner's 1961.

Abe Birnbaum. Green Eyes, Capital Publishing, 1953.

John Burningham. ABC, Bobbs, 1964.

_______________. Mr. Gumpy's Outing, Holt, 1971.

Alois Carigiet. The Pear Tree, the Birch Tree and the Barberry Bush. Walch, 1967.

Remy Charlip. (Margaret Wise Brown, author) The Dead Bird, Scott, 1958.

Remy Charlip and Burton Supree Roger. Harlequin and the Gift of Many Colors. Parents' Magazine Press, 1973.

Ivan Chermayeff. (Ott John and Peter Coley authors) Peter Pumpkin, Doubleday, 1963.

Barbara Cooney. Chanticleer and the Fox from Geoffry Chaucer, Crowell, 1958.

Roger Duvoisin. Two Lonely Ducks, Knopf, 1953.

Roger Duvoesin. Veronica, Knopf, 1961.

Emberley, Ed. (Barbara Emberley, author) Drummer Hoff, Prentice Hall 1967.

Eichenberg, Fritz. Ape in the Cape, Harcourt, 1952.

Hans Fischer. Pitschi, Harcourt, 1953

_______________. The Birthday, Harcourt, 1954.

André Francois, (Isobel Harris, author) Little Boy Brown. Lippincott, 1949.

Antoni Fransconi. The House that Jack Built, Harcourt, 1958.

_______________. The Snow and the Sun, Harcourt, 1961.

Jacqueline Gachet. The Ladybug, McCall, 1970.

Juliet Kepes. Lady Bird, Quickly. Little, 1964.

Leo Lionni. Little Blue and Little Yellow. Oblensky, 1959; Inch by Inch, Oblensky, 1960; Swimmy, Pantheon, 1963.

_______________. Alexander and the Wind Up Mouse, Pantheon, 1969.

Robert McCloskey, Make Way for Ducklings, Viking, 1941; Blueberries for Sal. Viking, 1968.

Bruno Munari, Bruno Munari's ABC, World, 1960.

Celestino Pratte. The Happy Owls. Atheneum, 1964.

Beatrix Potter. The Tale of Peter Rabbit, Warne, 1902.

Paul Rand, (Ann Rand author) *Sparkle and Spin*, A Book About Wrods. Harcourt, 1957.

Deborah Ray. (Robert Welber, author) *Frog, Frog, Frog*, 1971.

Feodor Rajanhovsky. *Animals in the Zoo*, Knopf, 1962.

Maurice Sendak. *Where the Wild Things Are*, Harper, 1963.

Nicolas Sidjakov. (Ruth Robbins, author) *The Three Kings*, Parnassus Press, 1960.

Bernard Waber. *A Firefly Named Torchy*. Houghton, 1970.

Robert Welber. *Frog, Frog, Frog,* Pantheon, 1971.

Brian Wildsmith. *Brian Wildsmith's Birds*. Watts, 1967.

Taro Yashima. *Umbrella*. Viking, 1968.

Ed Young (Robert Wyndham compiler) *Chinese Mother Goose Rhymes*, World, 1968.

CHAPTER 5

NURSERY RHYMES AND POETRY FOR YOUR BABY

Fortunate is the child whose parents beguile him with poetry and rock him to sleep with nursery rhymes. The warp and woof of early speech is interwoven in the lilt of a nursery rhyme and the essence of mature thought begins with the nonsense story or poem. The security blanket of familial love is encased in a parental voice saying or singing the rhymes and tales that are the most-loved of the nursery-age child.

The rhymes and nonsense stories of the nursery have been an integral part of man's intellectual and social development in all cultures. The themes have a universal appeal to all peoples and seem to be a natural form of human parental love for the infant. Notice almost any adult who talks to an infant and the tendency is to croon or talk in rhythm with nonsense themes. The infant seems to sense that the adult is trying to entertain and amuse and he responds with similar rhythms and sounds. Thus the very basis of the rhythmical structure of each particular language pattern is passed to the next generation in a setting of rhythm and nonsense.

NURSERY RHYMES AND POETRY ARE IMPORTANT

You may wonder why nursery rhymes are valuable to your child. You may wonder if it is worth the effort to buy a book of nursery rhymes or take the time for a trip to the library. The reasons for utilizing rhymes are basic to your child's development in a number of ways:

1. Enjoyment of a vis-a-vis communication with another human being.

The prime reason for nursery rhymes and poetry for children is that it gives the parent a medium of conversation through which communication can be made to the child. Nursery rhymes are fun for the child and fun for the parent and the child discovers that speech and communication are highly exciting experiences.

Without nursery lore, one has a little to say to an infant. With nursery lore, the parent can communicate at the infant level of meaning which is laughter, rhythm and repetition. "Pat-a-cake-pat-cake bakers man" is understood by parent and infant and enjoyed by both. "Baa-baa-black sheep" is understood at the verbal level by the infant and is decidedly funny to both child and parent.

As a parent, your prime aim is to encourage your infant to talk and communicate first with you and then to communicate with all the persons in his environment. This is done, best, in a happy, face-to-face situation where the parent and the child have endless time to enjoy each other.

2. Development of language patterns and the rhythmical structure peculiar to each language.

Each language has its own rhythmical structure and format patterns that are learned by listening and imitating others. English is a language with strong musical intonations and rhythmical patterns that are learned only by listening and imitating. The infant learns these patterns by listening to household conversations, voices on radio and television, family singing, and face-to-face conversations with members of the family.

An active, vocal family will give the child many opportunities for hearing patterns of speech, but before these patterns can be used by the child he must have constant opportunities to "talk back to" the adults in his environment. He needs to imitate what he hears before an appreciative audience. Some children will practise speech patterns on their own and surprise parents with words and sentences already learned- but these are the exceptions. Parents must make time in the early months and years for much face-to-face talking.

Studies show that children must be placed in a face-to-face position with parents if speech learnings are to be effective. The child needs to copy parental facial patterns, and mouth and jaw positions. This can be done only in a face-to-face position. Parents who talk to children who are in their cribs or lying on a couch are making the development of correct speech patterns very difficult and sometimes impossible for their children.

3. Discovering that speech and making up your own speech is funny-- a very amusing human activity.

In order to learn a language one must be free to experiment with sound and speech patterns. The infant must be free to say ever so many funny things--to put odd sounds together--to laugh at the combinations produced and to discover that combining sounds is fun. Trying to make a baby speak "correctly" will frustrate both parent and child and results may be disastrous. Parents need to take the nonsense-fun approach to language with their children. What does it matter if the child uses incorrect forms or sounds if he is enjoying sounds and is experimenting with them every day?

A parent may recite "A farmer went riding upon his gray mare Lumpety-lumpety-lump" and the child may respond with "wumpety-wumpety-wump". The child and the parent laugh and the child will keep experimenting. Finally, a few months later he may say the "l" sound, but he has learned a difficult sound through laughter and fun and the sheer excitement of talking to an amusing adult who speaks a language the child clearly understands--the language of laughter, improvisation and funny sounds.

4. Developing order out of the confusing world surrounding the child.

In infancy and early childhood the child is seeking to develop an orderly world of his own out of the chaos and confusion that surrounds him. He is trying to discover what is reasonable, normal and real. In essence, he is struggling to find the answer to man's basic problems "What is truth?" "What is reality?"

At first the world of fantasy is intertwined with the world of reality. Gradually the two become separated and an ordered world emerges. This is an internalized order that is unique in each individual.

Nursery lore and nonsense plays a role in this process. Nursery tales combine elements of reality and fantasy. Jack and Jill are two very practical children bent on a practical errand; whereas "I had a little nut tree, nothing would it bear, but a silver nutmeg and a golden pear" is sheer fantasy. As children learn these verses of reality they will tell stories they have made up in which they change a real situation into a fantastic situation. When a child understands reality he feels secure and will reinforce the reality by teasing or making jokes about it. In this way the reality becomes secure and the world develops more meaning for him. Chukovsky, the noted Russian writer, has stated "that no sooner does" (the child) "master some idea than he is only too eager to make it his toy"[1] It seems that "every departure from the normal strengthens his conception of the normal."[2]

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[1] James Britton. Language and Learning. Coral Gables, Florida: University of Miami Press, 1970, p. 98.

[2] Britton, p. 102.

5. Gives the child a safety valve for life's anxieties.

Nursery rhymes and nonsense poems give the infant and young child a safety valve release for life's anxieties.

Even the youngest child has feelings of anxiety and frustration that must be released. In infancy, crying and temper tantrums result, but as speech develops, physical release of frustrations is replaced by verbal release such as the child who says "no, no, no" to everything.

The rhythm of language is a soothing component of life. The writer recalls one baby sitting on one leg and rocking back and forth singing "MM-mm-mmm" to the rhythm of the washing machine. The look on his face was one of ectasy. This same child faced with a family argument chanted "One-two-my-shoe-shoe" over and over until the argument ceased. He had discovered the release found in language and rhythm.

For two and three year olds the Dr. Seuss[1] story-poems provide "a safety valve for the overscheduled, overburdened, overstimulated child of modern civilization.[2] The Dr. Seuss books build up a tension and then suddenly let it go. In Horton Hatches the Egg, Horton, the elephant as he does his duty season after season sitting on Mazie's egg, exemplifies the tension of our modern world. The final confrontation with Mazie in tension-filled America brings release for Horton because the egg hatches as part elephant.

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[1] Dr. Seuss. The Cat in the Hat. Random House, 1957.

Dr. Seuss. Horton Hatches the Egg. Random House, 1940.

Dr. Seuss. How the Grinch Stole Christmas. Random House, 1957.

Dr. Seuss. McElligot's Pool. Random House, 1967.

[2] Selma Lanes, Down the Rabbit Hole. Adventures and Misadventures in the Realm of Children's Literature, N. Y.: Antheneum, 1971, p. 79.

The "Old Woman in the Shoe" got relief from the tensions of her large family by doing what every child knows mothers will do "whipped them all soundly and sent them to bed." Nursery rhymes bring childhood fears out in the open. Little Miss Muffett "ran away" when the spider sat "down beside her". The nursery rhyme does not tell her to face her fear, running is accepted.

6. Development of an understanding of the rules of law and order in a setting of laughter and fun.

In the process of growing up, all human beings have to come to accept the laws of the adult world. One's basic attitudes toward these laws and mores of society are important if one is to live a happy life and contribute to the furtherance and growth of the society. Many of the nursery rhymes are based upon the ordinary individual's feelings toward law and order and through them a child may develop attitudes toward oppressive rules and good rules.

"The Patrick Henry of the modern nursery set"[1] is Dr. Seuss. He seems to understand the adult's love of order and love of their laws and the enormous anxiety burden this places on children. Dr. Seuss' books flout authority, "parental" and "societal".[2] "Things happen in the absence of grownups and in the imagination...Children have fun by doing things that are forbidden. Children who have reached the stage of knowing what anxiety is can have pleasure, vicariously, watching the forbidden done and no punishment follows."[5]

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[1] Lanes, p. 81.

[2] _Ibid_.

[3] _Ibid_.

In traditional nursery rhyme Tom the Piper's son "stole a pig and away did run". He received his just desserts for "Tom was beaten" and he did what any boy would do when caught breaking adult rules, he ran away "roaring down the street."

BRINGING POETRY INTO THE HOME

Poetry must be brought into the home. A baby's pleasure in books often begins with the enjoyment of the sounds, rhythms and repetitive structures of Mother Goose rhymes. These rhymes should be approached as fun. No attempt should be made to teach them. When a child is three or four months old, rock him to sleep with a nursery rhyme and by twelve or fifteen months he will be humming and even repeating words from the rhymes. Babies will soon have favorites and will want these repeated over and over.

Nursery rhymes lend themselves to daily situations in the life of a young child and parents may memorize some of the poems for these occasions. Lullabies are for bedtime, rhymes about pussy cats and "Tommy Tinker's dog" may be related to family pets and some rhymes are just fun to repeat when everyone is happy.

The poetry of childhood is endless. You will choose for your child the favorites of your own pre-school years and supplement with poems you find as you explore your neighborhood libraries and bookstores. The following poems are suggestions for children of varying ages:

1. For your baby up to twelve months of age.

This is a time of lullabies and parental crooning and lullaying. From nine to twelve months a baby is too busy exploring the world around himself to listen to much poetry, but he will play "pat-cake" and at bed-time will like a lullaby. Before nine nonths, children are more willing to listen to poetry and will love to have you sing or recite and will beat time in rhythm or sway to the beat.

Pat-a-cake
pat-a-cake
Baker's man,
Bake me a cake
As fast as you can
We'll nick it and prick it
And

Rock-a-bye baby
In the tree top
When the wind blows
The cradle will rock
When the bough breaks
The cradle will fall
And down will come baby
Cradle and all.

2. For the one--two year-old.

This is a time of life when one enjoys the world enormously. Laughter comes easily and nonsense rhymes are very, very funny to listen to. Notice the amusement in your child's eyes when you repeat a rhythmical, silly rhyme such as:

Baa baa black sheep
Have you any wool
Yes sir, yes sir
Three bags full
One for the master
And one for the maid
And one for the little man
Who lives down the lane.

This age loves simple finger plays:

Here is the beehive (hand closed)
Where are the bees?
Hiding away where nobody sees
They are coming out now
They are all alive
One-two-three-four-five! (open fingers)

3. For three's.

In this year, children develop many favorite rhymes and bring to them a growing sense of the rhythms of music and language. Poems with a strong rhythmical beat and oft-repeated lines are warmly-received and become part of the child's memory-bank of our literary heritage. They will enjoy the galloping rhythm of "Ride a Cock Horse," or the lilt of "Sing a Song of Sixpence".

Ride a cock horse
To Banbury Cross
To see a fine lady
Upon a white horse

With bells on her fingers
And bells on her toes
She shall have music
Whereever she goes.

Sing a song of sixpence
A pocket full of rye
Four and twenty blackbirds
Baked in a pie.
When the pie was opened
The birds began to sing
Wasn't that a dainty dish
To set before a king?

Repetitive phrases encourage the child to say the rhyme with you:

Bow-wow-wow
Whose dog art thou?
Little Tommy Tinker's dog
Bow-wow-wow.

Pussy cat pussy cat
  Where have you been?
I've been to London
  To visit the queen.
Pussy cat, pussy cat
  What did you there
I chased a wee mousie
  Under her chair.

The world of reality is enjoyed in

Eight o'clock;
The postman's knock!
Five letters for Papa;
One for Lou,
And none for you,
And three for dear Mamma.[1]

5. For 4's.

Fours have a humour all their own and Dr. Seuss is a favorite. However, humour and rhythm no longer are the prime reasons for poetry choices. Four's may make up their own non-rhymed and sometimes rhymed poetry. Their language becomes poetic and the wise parent who stops long enough to listen to what is being said will be amazed by the beauty of utterance. Similes and metaphors begin to enter the speech. "I'm as big as the bear at the zoo" "The moon looks like a white-sugared cookie. "I feel like a little lost centipede"

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[1] Eight o'clock from Sing-Song by Christina Georgina Rossette. Association for Childhood Education. Literature Committee. Sung Under the Silver Umbrella. Macmillan, 1935.

Rhythms may occupy the attention for long periods of time. One four-year old and her friends spent a week developing a playlet with drums and children banging and screaming "oompah, oompah" to a six year-old sister's constant playing of a newly-learned piano march. One child developed a creditable poem to go along with the noise. Strangely, for the watching adults, they all learned the poem and took the poem seriously and learned it with concentrated effort.

Poetry choices at this age will be wide and varied. Some suggestions might be:

For thoughtful moments: from Christina Rosetti[1]

Hurt no living thing:
  Ladybird nor butterfly
Nor moth with dusty wing
  Nor cricket chirping cheerily
Nor grasshopper so light of leap
  Nor dancing gnat nor beetle fat,
Nor harmless worms that creep.

For language patterns:

There was a crooked man
Who walked a crooked mile
Who found a crooked sixpence
Upon a crooked stile
He found a crooked cat
That caught a crooked mouse
And they all lived together
In a little crooked house

For laughter:

Hey diddle diddle
The cat and the fiddle
The cow jumped over the moon
The little dog laughed
To see such sport
And the dish ran away with the spoon.

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[1] Christina Rosetti. "Hurt no living thing" Association for Childhood Education. Literature Committee. Sung Under the Silver Umbrella. Macmillan, 1935.

CHOOSING POETRY BOOKS TO READ

Bookstores and libraries have a wide variety of poetry books for today's child. However, poetry books for children up to three or four years of age are rare and anthologies or collections of a poet's works should be utilized and choices for babies made from these.

There are many fine Mother Goose rhyme books on the market and these are listed in the Best Books section of this volume. The volumes tend to be above the interest level of most children up to twenty months. Good beginning books include:

1. Rojankovsky, Feodor. illustrator. The Tall Book of Mother Goose. Harper, 1966.
2. Richard Scarry's Mother Goose. Golden Press, 1972.
3. Wright, Blanche Fisher, illustrator. The Real Mother Goose. Rand, 1965.

Parents who wish collections that contain most of the nursery rhymes for reading aloud might invest in:

1. Briggs, Raymond. Mother Goose Treasury. Coward, 1964.
2. de Angeli, Marguerite. Book of Nursery & Mother Goose Rhymes Doubleday, 1954.
3. Volland edition. Mother Goose. Hubbard Press, 1915 (still in print)

However, many of the rest of the Mother Goose books listed in the Best Books section are charming and unique for three and four-year olds. Included are books with moveable parts, old-fashioned pictures and exquisitely, detailed drawings. Parents and children will enjoy sampling and tasting many of them.

When choosing poems and poetry books for babies one should look for poems with strong rhythmical and rhyming patterns as well as themes of fun and nonsense. Few books on the market are suitable, but, some poets write with appeal for the youngest child. These include, A.A. Milne, Robert L. Stevenson, Dr. Seuss, Christina Rosetti, Walter de la Mare, Eleanor Farjeon, James Tippett, Laura E. Richards and Doris Aldes.

Some suggestions for your choices of poetry books are:

A. Anthologies with poems for all ages:

1. Arbuthnot, May Hill & Root, Shelton L., Jr., eds. Time for Poetry, 3rd ed. Scott, Foresman, 1968.

2. Ferris, Helen, ed. Favorite Poems Old & New Doubleday, 1957.

3. Untermeyer, Louis, ed. (Ill. Reginald Birch) Rainbow in the Sky. N. Y. Harcourt Brace & World Inc., 1964.

B. Books every baby should own are:

1. Milne, A. A. Now We are Six. Dutton, 1927.

2. Milne, A. A. When We Were Very Young. Dutton, 1924.

3. Dr. Seuss books - Several of these should be in a child' s library.

4. Stevenson, Robert Louis. (Ill. Brian Wildsmith) A Child's Garden of Verses. Watts Publishers.

CHAPTER 6

BOOKS EVERY CHILD SHOULD OWN

A good home library of children's books is a joy to buy, a joy to own and a joy to share. These books are 'special' to the child because they may be kept for "ever-and-a-day". They may be loved and hugged and carried everywhere. They do not have to be taken back to the library. They are yours "for keeps."

Many of these books will be gifts from grandparents, uncles and aunts; some will be bought while shopping at the supermarket; some will be family favorites and some will be purchased after loving them as library books.

The types of books will vary according to the individual family and will range throughout many literary forms. Some will be about the world of practical reality-trains, stoves, trucks, doll houses and wagons. Others will be about the world of fairies, leprechauns, Santa Claus, dogs that talk and dolls that have adventures.

Because children love words, word books, poetry and nursery rhymes are favored. By three or four years of age a child is ripe for adventure. He climbs trees and dives into a swimming pool. He is becoming brave and the fears of the unknown are fading. However, the adventures in a book must not be too much. He does not want to be scared out of his wits. He will accept small adventures - "Jack fell down and broke his crown." The blackbirds were baked in a pie, Goldilocks was chased by three bears and the biggest Billy Goat killed the Troll. They also enjoy stories that defy the adult world. Goldilocks breaks chairs and enters into an unknown house, but the defiance is not too much and does not upset the child's developing sense of an orderly environment.

FOLK AND FAIRY TALES

Many parents do not believe that folk tales and especially fairy tales and stories of unreality should be read to children. Each family and each parent must decide these issues for themselves. They must decide how they wish to approach reality and unreality in the media as well as in books. In today's society, one cannot insulate a child from the media. In every home unreality is presented live, in color, and as reality. Are fairies real? They are on television and so are myriads of other creatures from the accepted figures of American childhood such as Santa Claus, the Easter Rabbit, the Tooth-Fairy, Halloween witches and goblins to super men and animals of frightening and heroic powers.

How can parents help a child to sort out the differences of reality from unreality? The issue of Santa and Christmas receives much attention because the discovery that parents have been untruthful and deliberately enjoyed fooling one is a very painful experience for many children. As adults, we rationalize that most children are unaffected and catch on to the trick we've played with little harm done. We also say that catching on to the Santa Claus trick helps a child realize that fairies and super men and the Easter Rabbit are tricks as well.

We must ask ourselves why humanity, through the literary figures of every culture has devised figures that are not real. Children brought up with no knowledge of fairies and goblins will play-act unreal characters to depict good and evil, happiness and sorrow. Only children will devise an unreal child-companion with whom to play and work. The unreal characters of childhood are there and children must learn to understand them.

The writer believes that parents should help a child come to terms with the unreal characters met in books and in the media. Parents will devise many ways to do this. One way is to playact the characters such as Santa Claus. Have you ever filled grandmother's stocking on Christmas eve and known you were the real Santa Claus? The writer's happiest childhood memories are those of filling stockings on Christmas Eve with all the goodies one could find and waiting in suspense on Christmas morning for a very, very old grandmother and a much-loved uncle to find each wonderful item. The sheer joy of actually playing Santa Claus and of giving to loved ones has remained a special memory to this day. One wonders why parents deny the true joy of giving to their children and only teach them to receive. The joy of giving and doing for others is the supreme happiness of humanity and needs nurturing if a child is to discover that in life it is "more blessed to give than to receive". Thus the unreal characters of childhood have arisen and need to be explained in the context of why humanity becomes involved in these beliefs.

Telling a child whether a story is true or a story to be read "for fun" helps to develop an understanding of man's literary forms and also helps develop a sense of mutual trust between parent and child. One three-year-old noticed an adorable green goblin in a shop and asked "Is it real?" He was answered with "No, not real, but fun for pretending. Would you like to learn about how people pretend about goblins?" A pretty goblin was selected, bought and much fun came from pretending with "not-true" stories and poems such as "A goblin came to our house." The coming to our house of the store-bought goblin was real but the mystical, literary goblin was learned as a story.

If this book were being written in pre-television days, one would have cautioned parents about exposing a child to the folk tales of our western culture that depict many gruesome acts. However, few American homes monitor television viewing and the youngest child is exposed to a constant barrage of visual scenes of violence. Until parents become vocal and concerned about the visual learnings and the impact of these learnings upon young minds, any controversy over the usage of folk and fairy tales with young children is irrelevant. Book exposure to violence cannot compare in impact with television exposure. In final analysis, parents are the key, and must come to grips with the issue of "What should my child see and hear in the realm of literary forms and figures?" "What should my two or three-year-old see and hear?" "Should exposure to literary figures and forms be selective?" "How shall we, as parents, explain these forms and figures in ways that are meaningful to our children?"

LIBRARIANS VIEWS ABOUT THE BEST BOOKS

In 1971 and 1974 approximately 400 children's librarians in the public libraries of the major cities and towns of the United States and Canada were surveyed[1] to find out what they considered to be the best books for two and three-year-olds. The results for both years were similar, with a few new books appearing on the 1974 listing. It must be realized that many libraries do not cater to the child in the "up-to-four" age range and most pre-school library books are for kindergarten age children. Thus, many of the books listed are suitable for 3's and 4's but above the interest of 2's. Several librarians cautioned against the usage of Sendak, Seuss and Potter for 2's and 3's and felt these were more suitable for upper

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[1] Marjory F. Brown. Survey of Children's Librarians. 1971, 1974.

3's and 4's, however, some children enjoy The Cat in the Hat and The Tale of Peter Rabbit in the second year.

In both surveys, the Curious George books were far in the lead as favorites with the next four or five choices clustering together. It is doubtful that Curious George will appeal to 2's and 3's, but many of the other books may interest your child.

The listings in order of preference were:

1971

1. Curious George.....Rey
2. The Snowy Day.....Ezra Jack Keats
3. Where the Wild Things Are..Sendak
4. Best Word Book Ever.....Scarry
5. Harry the Dirty Dog.....Zion

   Goodnight Moon.....Brown, M.

   Others were:

All the works of Beatix Potter

Angus and the Ducks..Flack

ABC.....Minari

Ask Mr. Bear...Flack, M.

Mike Mulligan and His Steam Shovel
...Burton

All the Dr. Seuss Books

ABC.....Wildsmith

Whistle for Willie...Keats

Corduroy.....Freeman

The Little Engine that Could
...Piper, W.

Rojankovsky's Tall Book of Mother Goose

Rosie's Walk...Hutchins, Pat

Whose Mouse are You...Krause, R.

Inch by Inch....Lionni

Make Way for Ducklings...McCloskey

Katy No Pockets..Payne

There's a Nightmare in My Closet
...Mayer, M.

Babar...Brunhoff, J.

1974

1. Rey, Curious George.
2. Sendak. Where the Wild Things Are.
3. Zion. Harry the Dirty Dog.
4. Carle. The Very Hungry Caterpiller.

   Keats. The Snowy Day.

5. Scarry. Best Word Book Ever.

   Hutchins, Pat. Good Night Owl.

   Flack. Ask Mr. Bear.

   Others were:

Brown. Goodnight Moon.

Flack. Angus and the Ducks.

Freeman. Corduroy

Krause. Milton the Early Riser.

Keats. Whistle for Willy

Hutchins, Pat. Rosie's Walk.

Rojankovsky's Tall Book of Mother Goose

Keats. Peter's Chair.

Hoban. Where is it?

Galdone. Three Billy Goats Gruff.

Drauss. Carrot Seed

Wildsmith. ABC.

Dr. Seuss books

Beatrix Potter books

A BEGINNING LIBRARY FOR YOUR CHILD

1. 0-6 months

Arbuthnot, May Hill and Shelton Root, eds. Time for Poetry 3rd ed. Scott Foresman, 1968.

Mitchell, Donald, (Ill. Alan Howard) comp. Every Child's Book of Nursery Songs. Faber, 1968.

2. 6-12 months

A. Household Reading Materials

Magazines with slippery, shiny pages and brightly-colored pictures.

Small newspapers for touching and turning pages.

B. Nursery Rhymes, and Finger Plays

Richardson, Frederick Ill. Mother Goose. (Volland edition) Hubbard Press, 1915.

C. Books to hold, look at and feel.

Golden Press cloth books: eg. My Puppy, Baby's Toys, My Animal Babies.

Hubbard Press: Chunky Books: eg. My Kitten, My Puppy, My Teddy Bear.

D. Poetry Books and Song Books.

Rossetti, Christina G. (Ill. M. Davis) Sing Song. A nursery rhyme book for children. Macmillan, 1968. A delightful collection in a tiny book for the very young.

Winn, Marie, ed. The Fireside Book of Children's Songs (Ill. John Alcorn) Simon & Schuster, 1966.

3. 12-24 months

A. Household Reading Materials

Family photograph albums

Shiny, colorful magazines

newspapers

catalogs,-eg. Sears.

B. Nursery Rhymes and Finger Plays.

Scarry, Richard. *Richard Scarry's Mother Goose*. Golden Press, 1972.

Torchio, Illus. *Three Favorite Fairy Tales*. Golden Press, 1971.

Matterson, Elizabeth comp. *Games for the Very Young*. (Finger Plays and Nursery Games.) American Heritage, 1971.

C. Poetry and Song Books

Yolen, Jane H. ed. *The Fireside Book of Birds and Beasts* (Ill. Peter Parnall) Simon & Shuster, 1970. Songs and music.

D. Books to Hold, Look at and Feel.

Bodley Head Board Books:

Animal Babies, Robert Broomfield. *Flowers*, David Hughes

Wild Animals, William Stobbs. *Out-of-Doors*, Maureen Roffey.

Burke Board Books: Hilde Heyduck-Huth

When the Sun Shines

(1) Brimax Books, Cambridge: England: *The Teddy Bear Board Book Series*: eg. *Fun with Toys*, *Fun at the Beach*, *Fun at a Party*, *Fun in the Park*.

The Mini Series: eg. *Teddy's Party*, *Toys We Love*, *Forest Friends*.

The Show Baby Series. eg: *Mealtime*, *Playtime*, *Bathtime*, *Bedtime*.

First Step Object Lesson Board Books: eg. *My Playbox*, *My First Book*.

Panorama Books: eg. *Animal Toyland*.

Collins Board Books: (England)

Pets *Zoo* *Babies*

(2) Golden Press: Sturdy Books: eg. *My Friends*.

______________: Touch and Feel Books: eg. Pat the Bunny
Mommy's Pocketbook, The Touch Me Book.

(3) Hubbard Press: Touch and Tell Circus.

E. Story Books

Brown, Margaret Wise. Goodnight Moon, Harper, 1947.

Cameron, Elizabeth. The Big Book of Real Trucks. Grossett and Dunlap, 1950.

Chandoah, Walter. A Kitten for You, A Puppy for You, World, 1967.

Hertz, Grete J. Teddy. Lothrop, Lee and Shepard, 1964

Ginsburg, Mirra: Three Kittens (Ill. Guileo Maestro) Crown, 1973. Translated from Russian ,

Kaufman, Joe. Words. Golden Press, 1968.

Matthiesen, Thomas. Things to See. Platt and Munk, 1966.

Scarry, Richard. Best Word Book Ever. Golden Press, 1962

Newberry, Clare Turlay, Marshmallow. Harper, 1942.

4. Two Years

A. Household Reading Materials

(1) Newspapers

(2) Bible Stories: See "Religious Books"

(3) Magazines - especially nature lore such as "National Geographic"

B. Folk Tales

Nursery Rhymes and Finger Plays

(1) de Angeli, Marguerite. Book of Nursery and Mother Goose Rhymes. Doubleday, 1954.

(2) Du Bois, Williams Pene. The Three Little Pigs. Viking, 1962

(3) Glazer, Tom. (Ill.Ron Himler) Eye Winker, Tom Tinker, Chin Chopper: fifty fingerplays. Doubleday, 1973.

C. Poetry and Song Books.

(1) Doane, Pelagie, (Ill and ed) A Small Child's Book of Verse

N. Y. Walck, 1948.

D. Story Books

Brown, Margaret Wise. A Child's Good Night Book. William R. Scott, 1950

Burton, Virginia L. Mike Mulligan and His Steam Shovel. Houghton Mifflin, 1939.

Carle, Eric. Have You Seen My Cat? Franklin Watts, 1967.

Hoban, Tana. Where is It? Macmillan, 1974.

Hutchins, Pat. Rosie's Walk. Macmillan, 1968.

Morrell, Gipson. Hello Peter. Doubleday, 1948.

Potter, Beatrix. The Tale of Peter Rabbit, Warne. 1902.

Rey, Hans. Curious George. Houghton Mifflin, 1941.

Reiss, John J. Colors. Bradbury Press, 1969.

Rockwell, Ann. Thruway. Macmillan, 1972.

Royankovsky, Feodor. Animals on the Farm. Knopf, 1968.

Seuss, Dr. The Cat in the Hat.

Scarry, Richard. Fun with Words. Golden Press, 1971.

Wildsmith, Brian. Brian Wildsmith's Birds. Franklin Watts, 1967.

Zaffo, George. The Big Book of Real Fire Engines. Grosset, 1958.

__________ The Big Book of Real Trains. Gosset, 1963.

__________ The Big Book of Buildings and Wrecking Machines. Grosset, Dunlap, 1951.

Zion, Gene. Harry the Dirty Dog. Harper & Row, 1956.

5. Three Years.

A. Household Reading Materials

Photographs

Catalogs

Magazines

Religious books for children

B. Folk Tales, Nursery Rhymes and Finger Plays

(1) Galdone, Paul. Old Mother Hubbard and Her Dog. McGraw, 1971.

(2) Galdone, Paul. The Old Woman and Her Pig. McGraw, 1960.

(3) Jacobs, Frances E. Finger Plays and Action Rhymes. Lothrop, 1941.

(4) Royankovsky, Feodor. The Tall Book of Mother Goose. Harper, 1966.

C. Poetry and Song Books

(1) Livingston, Myra Cohn. Listen Children Listen. An Anthology of Poems for the Very Young. Harcourt, Brace, Yovanovich, 1972.

(2) Milne, A.A. (E.H. SHepard, Ill). The World of Christopher Robin. Dulton, 1958.

(3) Moffatt, Alfred. (Illus. H. Willebeek LeMair) The Mulberry Bush. Curly Locks. Dickory Dickory Dock. Four & Twenty Tailors. Stainer and Bell. England.

(4) Stevenson, Robert Louis. (Brian Wildsmith Illustrator) A Child's Garden of Verses. Watts, 1966.

(5) Wessels, Kathryn Tyler. Golden Song Book. Golden Press, 1945.

D. Story Books

Alexander, Martha. Out, Out, Out. Dial, 1970.

Bond, Michael. Paddington Bear. Random, 1974.

Brown, Margaret Wise. Runaway Bunny. Harper & Row, 1972.

Brunhoff, Jean de. *The Story of Babar* and any others in the series.

Burton, Virginia Lee. *Mike Mulligan and His Steam Shovel*. Houghton, 1939.

Carle, Eric. *Have You Seen My Cat*?

Hoban, Tana. *Push - Pull - Empty - Full*. Macmillan, 1972.

Hoban, Russell (Ill. Garth William). *Bedtime for Frances.* Harper, 1960.

Hoban, Russell, (Ill. Lillian Hoban) *Best Friend for Frances*. Harper, 1969.

Hoban, Russell (Ill. Lillian Hoban) *Bread and Jam for Frances*. Harper, 1964.

Hurd, Edith J. *Christmas Eve.* Harper & Row, 1962.

Keats, Ezra Jack. *The Snowy Day*. Viking, 1962.

Lenski, Lois. *Debbie and her Dolls*, 1970.

McCloskey, Robert. *Make Way for Ducklings*. Viking, 1941.

Memling, Carl. *What's in the Dark*? Abelard-Schuman, 1954.

Milne, A. A. *Winnie the Pooh*. Dutton, 1954.

Potter, Beatrix. *The Tale of Squirrel Nutkin*. Warne, 1931.

______________. *The Tale of the Flopsy Bunnies*. Warne, 1937.

______________. *The Tale of Mrs. Littlemouse*. Warne, 1938.

______________. *The Tale of Mrs. Tiggy - Winkle*. Warne, 1905.

Seuss, Dr. *Horton Hatches the Egg*. Random House, 1957.

6. *Four Years*

A. *Folk Tales, and Fairy Tales*.

Adams, Adrienne. *The Shoemaker and the Elves*. Scribner, 1960.

Brown, Marcia. *Three Billy Goats Gruff*. 1957.

Brown, Marcia. *Dick Whittington and His Cat*. Scribner, 1950.

Chwast, Seymour. *The Flip Flap Mother Gooooooose - A Push Pin Book*. Random, 1972.

B. Poetry Books and Song Books and Games.

Ansco Music Publishing Co. The Little Book for Little Children (of songs)

Fisher, Aileen L. *In One Door and Out the Other*. Thomas Y. Crowell, 1969.

Grayson, Marion. (Ill. Nancy Weyl) *Let's Do Finger Plays,* R. B., 1962.

Moss, Jeffrey and Joe Raposo and Jon Stone. *The Songs of Sesame Street*. Children's Television Workshop, 1970.

Rockwell, Anne. *Games*. Crowell, 1973.

C. Story Books.

Bemelmans, Ludwig. *Madeline*. Viking Press, 1939.

Emberley, Barbara. *Drummer Hoff*. Prentice Hall, 1967.

Ets, Marie Hall. *Play with Me*. Viking Press, 1955.

Flack, Marjorie. *Angus and the Ducks*. Doubleday, 1939.

Freeman, Don. *Corduroy*. Viking, 1968.

Gag, Wanda. *Millions of Cats*. Coward - McCann, 1938.

Hutchins, Pat. *Rosie's Walk*. Macmillan, 1971.

Keats, Ezra Jack. *Peter's Chair*.

Lenski, Lois. *Cowboy Small*. Oxford University Press, 1949.

____________ *Policeman Small*. Walch, 1962.

____________ *The Little Farm*. Oxford University Press, 1942.

Mayer, *There's a Nightmare in My Closet*. Dial, 1968.

Ray, Hans A. *Curious George* and all in the series. Houghton Mifflin, 1941.

Sesyle, Joslin. (Ill. Maurice Sendak) *What Do You Say Dear?* W. R., 1961.

Sendak, Maurice. Where the Wild Things Are. Harper & Row, 1963.

_______________. Chicken Soup With Rice. Nutshell Library.

Ward, Lund. The Biggest Bear. Houghton, 1952.

Wildsmith, Brian. Brian Wildsmith's Puzzles. Watts, 1970.

Yashima, Tara. Umbrella. Viking, 1958.

CHAPTER 7

FREE TO BE ME

In the pre-school years a child develops his own image of himself. He develops an image of himself as a person he likes or dislikes, a person who is worthy or unworthy. If he is to live happily with himself, his image must be one he accepts, and can live with for a lifetime. He must be "free to be me" and free to accept himself completely and enthusiastically.

A child's self image is developed by his perception of what others think of him. If parents treat him as worthy, he perceives himself as worthy, but if parents downgrade him, he comes to think of himself as unworthy. If a child is to grow to maturity with happiness in his heart, he needs parents who are positive in their attitudes toward others. Positive attitudes toward family members are lacking in much of our society today. The numbers of battered wives and children and the divorce rates, show that positive attitudes toward family members are non-existent in many homes. Children growing up in these homes need reassurance that they are worthy. Fortunate is the child whose parents have happy attitudes about family members, persons from differing cultures, males and females, and about minorities and majorities within the community.

Books play a part in assuring a child that he is worthy. If a child sees pictures and reads stories of children like himself, he realizes he is similar and worthy. Some book companies have capitalized upon this and written books in which a child's picture and name may be inserted. A child needs to find images of himself in books. How thrilled my little grandson is to find little blond boys in books! "See Mikey!" he will squeal. "Mikey rides bike! Zoom! Zoom!" But what does a child think if he cannot find his image within the pages of a book? What does a little girl think when she sees that only boys have fun in books and girls just stand or sit and never do anything exciting?

At the present time there is a great need for books that show pictures and tell stories about ALL children. The writer found very few culturally-plural books of worth for 1's, 2's and 3's. However, there is a growing body of good literature for 5's and 6's. As you read books to your child, try to assess the impact the story and pictures may be having upon him. Do some of the characters look and act in ways your child understands? Are these characters protrayed as worthy and important? Do they lead lives your child understands and with which he can identify? Do they show positive, kindly acts in family relationships? Look for stereotypes. Are little girls depicted as uninteresting, non-creative people with weak physical attributes? Are little boys always brave and noisy? Are children of your child's sex or culture found only in the background of pictures, or perhaps not found anywhere? Are mothers and girls standing on the sidelines while fathers and boys are actively living life to the full? Look at the copyright date. Books from 1968 onward tend to depict minorities in a more positive light and books since 1973 tend to be less sexually biased.

In books and the media, a child is exposed to attitudes of race, sex, minorities, majorities, cultures, and families that tell him whether he is or is not a worthwhile individual. A child not only accepts these attitudes as they refer to others, but he accepts them as they refer to himself. Parents must continue to ask librarians and publishers for books that present ALL children with positive self images. Each child needs to "be free to be me", to be able to accept himself as a worthy part of the wonderfulness of the human family.

The following listings of books are divided into Spanish-Chicano-Mexican; Black-African, South and Central America, and American; and Non Sexist. Many of these are for 5's and 6's, but parents may find them useful for younger children. Good books about many of the differing cultures and peoples in our country are almost non-existent for the youngest child but the ensuing years should show an increase in their publication.

Spanish-Chicano-Mexican Books.

5-6
Alexander, Frances. (Ill. Charlotte Baker). Mother Goose on the Rio Grande. Skokie, Illinois: National Text Book Co.

Rhymes and riddles of Mexican folklore in English and Spanish.

4,5,6
Jiminez, Emma Holquin. Para Chiquitines. Bowmar Publishing Co., 1969.

Songs, poems and finger plays using traditional Spanish stories.

5,6
Joslin, Sesyle. La Fiesta. Harcourt, Brace and World, 1967.

Nonsensical stories about a birthday, a boy with balloons, an accident in a Puebla and a cat.

4-6
Keats, Ezra Jack. My Dog is Lost. Thomas Crowell, 1960.

A little Puerto Rican boy hunts all over New York Sity for his lost dog.

3-6
Keich, R.A. Children Sing in New Mexico. Clarendon Press, 1941.

Bilingual songs that cut across the Spanish and English cultures. Included are simple piano accompaniments.

4-6
Prieto, Mariana. El Gallo Sabio. (The Wise Rooster). John Day Co., 1962.

This is a bilingual Mexican fable for Christmas story-telling.

3-6
Reid, Alastair and Anthony Kerrigan. (Ill. Barbara Cooney). Mother Goose in Spanish. Thomas Y. Crowell, 1968.

Beautiful illustrations with the stories written in Spanish.

Black Books.

A. African Stories:

4,5
Olsen Aileen. (Ill. Nola Langner). Bernadine and the Water Bucket.
Abelard-Schuman, 1966.

This book tells the amusing adventure of an island child as she goes alone the first time to fetch water.

5
Sutherland, Efua. (Photos by Willis Bell). Playtime in Africa.
Atheneum, 1962.

This shows the happiness of children at play.

5
Lindgren, Astrid. (Photos by Anna Rewkin-Brick). Sia Lives on
Kilimanjaro. Macmillan, 1959.

A little African girl runs away to see the king of her tribe. The beautiful photos enhance the story line.

B. South and Central America:

4-6
Graham, Ruth Morris. (Ill. Hans Zander). The Happy Sound.
Follett, 1970.

On a modern farm in Haiti Jeanne-Marie's love changes a sickly donkey into a happy animal. This is a lovely picture book.

5,6
Kirkpatrick, Oliver. (Ill. Enid Richardson). Naja the Snake and Mangus the Mongoose. Doubleday, 1970.

This is a Jamaican folktale of traditional enemies becoming friends. The illustrations are beautiful.

C. American Black:

5-6
Hawkinson, Lucy. That New River Train. Albert Whitman, 1970.

Jenny, a little black girl, is pictured in this counting song by Beatrice Landeck.

4-6
Van Leeuwen, Jean. (Ill. Moneta Barnett). Timothy's Flowers.
Random House, 1967.

In this story of inner city life, a little boy helps start a garden amid a world of brick and concrete.

4,5,6
Baldwin, Anne Norris. (Ill. Ann Grifalcom). Sunflowers for Tina.
Four Winds Press, 1970.

Lovely illustrations show the joy a little girl receives from sharing with her grandmother the flowers she found on an empty city lot.

3-5
Reit, Seymour. (Photos by Carol Basen). Round Things Everywhere.
McGraw-Hill, 1969.

In this concept book a little black boy discovers the many round things in his environment.

4
Keats, Ezra Jack. Whistle for Willie. Viking Press, 1964.

This is a lovely story for four-year-olds who, like Peter, are trying to learn how to whistle. The pictures are realistic and have interesting details.

Other books your child may like are Peter's Chair, The Snowy Day, Goggles, and Skates.

Non-Sexist.

3-
Bemmelmans, Ludwig. Madeline. Viking Press, 1939.

All the Madeline books depict a liberated young lady and they appeal to little girls because Madeline is a heroine of early childhood who leads a life of excitement and does so in a setting of traditional feminine confinement.

2 up
Burton, Virginia Lee. Katy and the Big Snow. Houghton Mifflin, 1943.

____________________. The Little House. Houghton Mifflin, 1942.

In these books, two inanimate objects are pictured as feminine. The appeal of the book is in the story and pictures.

3,4
Byars, Betsy. Go and Hush the Baby. Viking Press, 1971.

A big brother shows his feelings when he tries to "hush the baby".

2-4
Hoban, Russell. Best Friend for Frances. Harper, 1969.

Frances, the badger, chooses a younger sister, Gloria, as a playmate after his usual companion, Albert, decides to exclude girls from his play.

3,4,5
Lasher, Joe. Mothers Can Do Anything! Whitman, 1974.

Mothers can do anything as any child knows. They can do all the things that men are supposed t [illegible].

2,3
Scott, Ann H. On Mother's Lap. McGraw Hill, 1972.

A little Eskimo boy enjoys the happiness and love that a grandmother can give.

3-5
Wolde, Gunilla. Tommy and Sarah Dress Up! Houghton Mifflin, 1972.

Two children dress up in the varying garb of adults.

2-4
Zolotow, Charlotte. William's Doll. Harper and Row, 1972.

William wants a doll, but is given boy's toys. Finally an understanding grandmother gives him the greatest gift of all-a doll--for learning to love.

Experiences with Books

EXPERIENCES THAT ENCOURAGE AN INTEREST IN BOOKS

Many daily living experiences encourage children to be interested in books and to develop pre-reading skills. Some of these experiences are presented in this section. They are listed under three topics, Intellectual Activities, Social Activities and Language Activities. It is hoped that parents will find these ideas useful and will expand upon them when choosing activities for their children.

EXPERIENCES FROM BIRTH TO FIVE MONTHS (examples)

I. Intellectual Activities.

1. Parents read to child for a few minutes each day and the child becomes interested in the activity of reading.
2. Brightly-colored pictures of animals and simple objects on the nursery wall are shown to the child and a beginning interest in them is shown.
3. Child has cloth books and shiny magazines to touch, to look at and to feel.

II. Social Activities.

1. During story time, child is cuddled and hugged and learns to associate paper and books with times of happiness.
2. Child sees parents reading, and enjoying books and begins to relate books to personal enjoyment.

III. Language Activities.

1. Parents talk face-to-face with child at bath time, dinner time and bed time.
2. Parents repeat sounds child can say over and over.

3. Lullabies are used to cuddle and rock the child to sleep.
4. Nursery rhymes and poetry are recited to child during story time.
5. Parents march around room holding child and singing in rhythm or reciting nursery rhymes.

FROM SIX MONTHS TO TEN MONTHS (examples)

I. Intellectual Activities.

1. Daily story reading time is lengthened to 4 or 5 minutes. The child continues to be interested in books and will sit and listen for lengthening periods of time.
2. Child has his own set of cloth books, and magazines. He becomes attached to some of these and loves them the same as a favored toy.
3. Child is exposed to a library of parental books and begins to show an interest in them.
4. Child will begin to imitate the act of reading.

II. Social Activities.

1. Child plays with cloth books and parent reads the stories. Child shows a realization of books as social attention-getters and will bring favorite books to the parent for reading.
2. Child enjoys feeling soft books, rough books, slippery pages et.

III. Language Activities.

1. Parent and child play many verbal-action games: "Pat-a-cake," "Peek-a-boo," "Bye Bye" etc.
2. Parents and child repeat word patterns such as Mama and Dadda.

3. Parents encourage babbling and imitate child's earliest attempts at speech with happy face-to-face conversations.
4. Parent associates activities with oft-repeated phrases: "Now it is time for your nap"

   "Let's see if the clothes are dry"

   "Say 'bye bye' to grandma"

FROM TEN MONTHS TO TWENTY MONTHS (examples)

I. Intellectual Activities.

1. Parents play naming games with real objects and pictures in books. "What is this?" "Is it an aeroplane?" "Where is the bicycle?"
2. Parent listens and responds as child verbalizes needs. "Do you need a glass of water?" "What do you want to do next?"
3. Story time lengthens and child repeats parts of nursery rhymes and songs. or makes up his own variations.
4. Child "reads" books, turns pages and finds favorite pictures and stories.

II. Social Activities

1. Child begins to verbalize and perform many socialized activities: Puts toys away, hangs clothes on a peg, points to parts of body and names them, looks in mirror and names himself and family, says 'please' and 'thank you.'
2. Parent and Child talk on toy telephone.

III. Language Activities

1. Child "reads books" and tells favorite stories to pets and toys.
2. Child's verbal and non verbal answers to questions show a growing awareness of word meanings: "Give mother the Teddy Bear" - "Do

you know where your tricycle is" "What color is your sweater?" "How old are you?"

FROM TWENTY TO THIRTY MONTHS

I. Intellectual Activities

1. Child begins to classify objects: "Find all the red balloons in the picture" "Put away your toys"
2. Child matches, identifies and names real objects or pictures in books.
3. Traces around shapes or circles and begins to enjoy simple picture and block puzzles. Child learns to copy designs made with buttons, clothespins etc.
4. Child knows meaning of many concepts: opposites - big and little; comparisons - "Bring mother the biggest apple! - "Show me the smallest nail in the box!"
5. Child shows an understanding of time concepts - past - present and future.

   "After you take a nap we'll go for a walk"
   "I must wash the dishes before story time"
   "Once upon a time there were - - -"
6. Adjectives and prepositions are understood through pictures and objects:

   "See the father in front of the mother"
   "Where is the big red block"
   "Put the penny in the box, on the chair etc."
   "Put the ball beside the brother, between the houses"

II Social Activities.

1. Child learns to adjust to time sequence: "It is time for breakfast," "It is time for your nap."
2. Child learns his role in the family. "You are mothers big boy and and must be careful with the baby"
3. Child begins to help with family chores. Puts toys away, dresses himself, dries dishes, dusts and hangs clothing up on pegs.
4. Child begins to sympathize with others.
5. Enjoys story time immensely and begins to 'play act' story time with others by telling stories and singing songs.
6. Child develops a strong sense of his own identity. Frequently used words are "No, no, won't". Child responds pleasurably to questions such as: "What is your name?" "How old are you?" "How many toes do you have?"

   Child needs opportunities to make his own choices: "Which story shall we read?" "Which sweater do you want to wear?"

   Child enjoys looking at himself in the mirror:

   "Where is Tommy's nose, hand, head?" "Has Tommy a red sweater?"

III. Language Activities

1. Child begins to verbalize actions:

   "Ride tricycle!" "Shut door!" "Find doggie!"
2. Child understands many adult conversations and is included in family discussions.
3. Child names the objects in picture books and in reality.
4. Child is able to answer questions about pictures and the text of stories:

"What happened to the dog?"

"Where did the big bear go?"

"Is the squirrel in this picture?"

5. Child understands the humour in stories and will laugh over funny situations or comical language patterns as found in nursery rhymes or Dr. Seuss.
6. Child will enjoy puppets and will tell puppet stories to pets and toys.

FROM THIRTY MONTHS TO FIVE YEARS

During the pre-kindergarten and pre-nursery school months, times need to be set aside for interaction between parents and child. These are precious times of childhood learnings and parental happiness and may include some of the following items:

1. Story time is the most important, but other "times" develop language patterns and the knowledge necessary for thorough understanding of the Best Books.
2. Musictime - through music the child's ear is tuned to the sounds of language. Radio, TV and recordings play a part but full benefits of the musical experience can be attained only through personal involvement. Singing is the best way to involve the child in sound through lullabies and simple children's songs. Sing-a-long recordings are useful but not as real and valuable as the act of singing. Recordings of marches and simplified dance rhythms are a must for a child's growing awareness of the world of rhythm and sound.

Useful items for musictime are: (1) Unbreakable records of marches, (2) a record player that a child can operate such as the 'close and play' types. (3) Unbreakable toy drums, whistles, zylophones etc. (4) Song books. (5) A piano, organ, guitar, autoharp or some other musical instrument to strum while singing.

3. Tool-box time.

Babies and young children love to hammer and nail and make things. A tool box filled with hardware store items will delight both boys and girls. Some items to include are:

hammer
nails
solf-wood
pliers
screw driver
nuts and bolts
ruler
pencil

4. Creative-fun time.

A box of odds and ends, a little bit of ingenuity and a child has the ingredients for many hours of creativity an- fun. Some of the items needed are:

paper plates
old greeting cards
paste
scissors
foil
Sear's catalog
egg cartons
pieces of cardboard
plasticine
scraps of cloth
sand paper
crepe paper
scraps of yarn
color cards from paint stores
- a parent who will share in the fun

bottle caps

wood shavings

wallpaper

newspapers

magazines

5. Painting time.

Painting time needs old clothes and a place to spill paint. It also needs washable paints, water, big brushes, crayons, art paper, chalkboard, and colored chalk.

6. Sewing time.

When a child is four or five years of age, beginnings can be made into the fascinating world of sewing. A child's sewing box might contain:

large needles in a case

large pins   scissors

large safety pins

burlap or loosely woven cloth

thread in bright colors

string

large buttons

chalk to draw designs

a simple frame weaving loom.

An idea to try: Draw a smiling face with chalk on burlap - 12" x 12". Sew in and out - - - around the design. Presto - you have a smiling place mat for your lunch!

7. Visiting Time.

This is a time when parents and children visit the world outside the home and talk about everything they see, do or hear. Visiting time is dependent upon where you live and the parent's ingenuity in finding something a child will enjoy. Usual places to visit are the zoo, library, grocery store, grandmothers and a park. But there are many other places that fascinate the young and very often these are in the immediate neighborhood:

- Watching a telephone repairman at work
- Finding out where the sewer comes from.
- Watching oil being changed in a car.
- Counting the airplanes flying overhead.
- Finding out where the telephone wires on the block lead.
- Visiting the local animal shelter, police station, fire department or elementary school.
- Counting the elm trees (or other item) on your street.

8. Cooking Time.

With supervision, a child can: (a) hard-boil an egg. (b) make toast, butter it and sprinkle with sugar and cinammon. (c) make popcorn. (d) Freeze milk or juice to make ice milk or popsicles. (e) Make butter with 1/2 pint whipping cream placed in a jar. Shake and shake until butter forms. (f) Make simple candy:

1 C. confectioner's powered sugar
1/4 C soft margarine
1 tsp. vanilla extract
1 1/2 tbls. milk
1/4 C chopped dates
1/4 C shredded coconut
2 tbsp. raisins

Mix and let harden.

I. Intellectual Activities.

1. Child gradually develops ability to answer many questions about stories at varying levels of cognitive ability:

   "Why did the boy run away?"

   "Is it true?"

   "What does it mean?"

   "What do you think will happen next?"

   "What would you do if you were the doggie in the story?"

   "What would happen if?"

2. Time sequencing develops:

   "Do you know what happened then?"

   "What happened yesterday?"

   "What did we do when we visited Aunt May?"

3. Grouping and classification of objects becomes more complicated.

   "Which animals should go into Farmer Brown's barn?"

   "Why did you put them together?"

4. Write numbers 1 to 5 on 12" square pieces of cardboard. Place on floor and use as stepping stones. Repeat numbers in order.

5. Write child's name on cards and place cards on door to child's room and on items that are his alone.

6. This experience is only for children who are successful with all other items in this section. Print, on cards, in lower case letters, basic items in child's environment such as: 'refrigerator,' 'table,' 'chair' and 'door'. Use adhesive or magnets and place cards on objects. At times switch cards around and see if child knows which card is correct for each item. Begin with two or three cards. More than three will overwhelm your child, discourage

him and may make him dislike books and reading. If your child is frustrated in any way, do not play this 'reading' game.

7. On a chalkboard place two dots at random and let child draw a line between the two dots. Start with dots close together. (This should be preceded by many months of scribbling and drawing pictures on the chalkboard.)
8. Cut out, or buy duplicate shapes of triangles, squares, circles, letters of the alphabet and numbers. Use two or three at a time and let child place matching shapes together.
9. Buy or make in duplicate with cardboard large letters of the alphabet (or numbers). Make a word such as DOG. Child matches the similar cards.
10. Make, in duplicate, copies of the common signs a child sees on the street - stop, go, slow, men, women etc. Play matching games with these.
11. When a child learns a word it may be mounted with an illustrative picture and hung on the nursery wall.

II. Social Activities.

1. Using newspaper and a large marking pen, trace around child's hand, or foot or complete body and cut out the shape. Color the shape made and print child's name on it.
2. Read Joselyn Sesyle. What do You Say Dear? N.Y.: W.R. Scott, 1968.

   Play your own version of 'What do You Say Dear' - When father leaves for work, - When you wish a cup of milk, etc.

3. Go for a walk and count the bugs, (dogs, babies, etc.) you see.
4. Make a picture book of family members, friends, and pets. Write child's name on cover.
5. Make child a cloth book containing:
   (1) A zipper to zip
   (2) A button to button
   (3) Shoelaces and eyes to tie
   (4) Snap fasteners to snap

III. Language Activities

1. Make stick puppets of favorite storybook characters from a stick using scraps of cloth and paper glued together. Child will enjoy dramatizing story.
2. Make letters of the alphabet from plasticine.
3. Make an alphabet book of the letters child knows. Cut pictures and letters out of magazines and paste on sturdy paper boards.
4. Make simple costumes of storybook characters from newspapers or crepe paper. Staple parts together.
5. Send a tape recorded letter to grandmother.
6. Cut out cloth letters of the alphabet that child knowns. Stuff with cloth and hang as mobiles.
7. Play singing games such as "London Bridge is Falling Down" and "Here we go round the Mulberry Bush."
8. Sprout beans in water. Grow in a jar with soil. Write name of plant on jar.
9. At the supermarket many learning activities are possible:

"How much is tomato soup?"

"Which aisle has flour?"

"What is the cost of a dozen eggs?"

"Let's find 5 ripe tomatoes!"

10. Cut out all the blue (red, green ect) pictures in a magazine.

"Are they all blue?"

"Is light blue the same as dark blue?"

The Best Books

- a listing

Preface to Bibliography

The Bibliography is divided into areas of interest such as Alphabet Books, Animal Books, etc (See Table of Contents).

Before each alphabetical listing of a book is a number (2, 3, etc.) which is the approximate beginning age of enjoyment for hearing the story read by parents. Because children vary widely in love and interest in books, these age levels should be considered as suggestions only. A two-year-old may enjoy a book listed for four and five and a three-year-old may enjoy a book listed for one's. If you child is six months to twenty months, books listed under One-Year-Old Books will be pleasureable for most children. The Two-Year-Old listing should be of interest to most two's and three's.

BIBLIOGRAPHY

Alphabet Books

2
Alexander, Anne. ABC of Cars and Trucks. Doubleday, 1956.
An Alphabet book in which all types of cars and trucks are portrayed. Bright colors are used in the illustrations. Some words are out-of-date.

3
Anglund, Joan Walsh. In a Pumpkin Shell. Harcourt Brace, 1960.
For a little girl who likes detail and delicate beauty this is an alphabet book of Mother Goose drawn in the loving style of J. W. Anglund. Her children and animals are delightful.

Bellei, Star. The Acrobatic Alpha-batic Mother Goose ABC Book. Hubbard Press, 1974.
Posed figures of children from Mother Goose rhymes form the shape of each letter of the alphabet. Included are many Mother Goose Rhymes. The book is study and is made of heavy board.

3-4
Burningham, John. ABC. Bobbs Merrill Co., 1967.
One side of the page has the letter and word, while the other side has the word illustrated in bold strokes and normal colors
"MM mice--many mice"
This would be a good "naming" book.

4-5
Eichenberg, Fritz. Ape in a Cape. Harcourt, Brace and World, 1952.
Large pictures present a very funny rhyming alphabet for children:
A--Ape in a Cape
B--Bear in Despair
However, many of the concepts are too old for pre-schoolers.

4
Freeman, Don. Add-A-Line Alphabet. Golden Gate Junior Books, 1968.
Each letter of the alphabet is incorporated into a drawing of an animal whose name begins with that letter. Drawings are large and comical and the animal is drawn with the letter.

3
Gale, Leah. (Vivienne Blake, illustrator) The Alphabet from A to Z. Simon and Schuster, 1942. "A Little Golden Book."
This is a very simple alphabet with pleasing pictures. It would be good for 3's.

4
Garth Williams, ill. The Big Golden Animal ABC. Golden Press, 1957.
Large illustrations, simple pictures, and reasonably priced.

2-3
Matthiesen, Thomas. An Alphabet Book. Platt, 1968.
Simple colored photos of single familiar objects present simplified concepts for the very young.

3
Metsuma, Anno, Anno's Alphabet. N.Y.: Thomas Y. Crowell Co., 1975.
Printed in Japan it is sub-titled An Adventure in Imagination. Letters are like block letters cut from wood. Illustrations are male-oriented with items a boy would traditionally use. A child would question many of the drawings because they are not what they appear to be.

3-4
Munari, Bruno. ABC. World Publishing Co., 1960.
Large simple pictures depict action. Children will have many questions about these pictures.

C--a crow on a cup
a cat in a cage

2
Peppe, Rodney. The Alphabet Book. N.Y.: Four Winds Press, 1968.
This is an ideal beginning alphabet book. Alphabet letters are in natural context of words. "This is an Elephant. He is lost in the woods."

2-6
Rojankovsky, Feodor. An Alphabet of Many Things. Golden Press, 1970.
Rojankovsky's beautiful illustrations are in an alphabet book that may be used to name things. Each alphabet page is filled with items to name. This book can be used to name for 2's and to learn the alphabet for older children.

3-4
Rojankovsky, Feodor. Animals in the Zoo. Alfred A. Knopf, 1962.
One large forcefully strong animal illustrates each letter of the alphabet. Three-color illustrations give a sense of strength to the pages.

4-5
Wildsmith, Brian. Brian Wildsmith's ABC. Watts, 1963.
This book received the ALA Outstanding Books listing in 1963 and the same year was awarded the Kate Greenaway Award in Great Britian.

The letters of the alphabet are in purple, blues and mauves and in upper and lower case letters. Some of the names are too difficult for children younger than 4 eg. I is Iguana. The colors may confuse the child as to what the pictures are about eg. A The apple is in varied colors. The brilliant colors of the illustrations confuse two and three year olds, but four and fives can be aided in learning the sounds by most of the letters from this book. The e for elephant is not the sound of e, but of the el and the u for unicorn is not the usual short sound of u. However, the i for iguana and the a for apple are the correct sounds and will not confuse your beginning reader.

ANIMAL BOOKS

4-6
Brown, Margery W. Animals Made by Me. Putnam, 1973.
This book would inspire a child to draw. A little boy finds a magic piece of chalk and draws very funny animals.

3
Daly, Kathleen. (Aurelius Battaglia, illustrator) My Elephant Book. Golden Press, 1966.
This is a book full of elephants--large elephants-wonderful elephants--elephants to love and enjoy. The story is incidental to the pictures.

4-5
Duboisin, Roger. Petunia. Knopf, 1950.
Petunia, a goose, finds a book and remembers that "He who owns books and loves them is wise." She carries the book with her wherever she goes and becomes more and more proud. With her newly-found wisdom she proceeds to act as advisor to all her friends in the barnyard. Finally a box with "Danger, Firecrackers" is found and Petunia is asked to read what it says. She replies, "Candies." In the disaster that follows, Petunia learns that one must do much more with books than carry them.

4
Ets, Marie Hall. Elephant in a Well. Viking, 1972.
A horse, cow, pig, lamb, and dog try to rescue the elephant, but the mouse shows them how.

4
Fay, Hermann, illustrator. My Zoo. Hubbard Press.
Full-page, full-color pictures of animals are arranged alphabetically. A simple clear description.

2-3
Flack, Marjorie. Angus Lost. Doubleday, 1941.
Angus, the beloved Scottish terrier, is lost. The strong line drawings will appeal to a child more than the actual story for here is a dog any child will love.

3-4
Flack, Marjorie. Angus and the Ducks. Doubleday, 1939.
Angus is curious and his curiosity gets him into trouble with the ducks. Your child will enjoy the ducks saying "sss" as they chase poor Angus.

3-4
Flack Marjorie. Angus and the Cat. Doubleday, 1931.
Angus finds the cat very annoying. She boxes his ears and takes his food. He retaliates by chasing her up the stairs and out the window where she finds safety on the roof--much to the dismay of Angus.

3-4
Flack, Marjorie. As Mr. Bear. Macmillan, 1958.
Danny asks the hen, the goose, the goat, the sheep and the cow what he can give his mother for her birthday; but finally Mr. Bear gives him the solution. Danny runs home and gives his mother a big BEAR HUG.

4
Flack, Marjorie. (Kurt Weise, illustrator) Story About Ping. Viking, 1933.
This book depicting life on a Chinese houseboat in the 1920's has become a childhood classic. The charm lies in Kurt Weise's illustrations of a perky Peking duckling who is always last on board at bedtime.

3
Freschet, Bernice. The Old Bullfrog. Scribners, 1968.
There is danger in the forest and a heron discovers the bullfrog is too wise to become his prey. The collage pictures are vivid and striking. Children will enjoy telling the story from the pictures. The ending, when the frog escapes is very happy.

4
Gag, Wanda. Millions of Cats. Coward-McCann, 1938.
An old man goes looking for a pretty cat and brings home millions of cats. The repeated verse "hundreds of cats, thousands of cats" will soon be learned by your child. The plot is more suitable for 4 to 6 year-olds, but the younger child will enjoy the simple drawings and the recurring rhyme.

3
Gay, Zhenja. Look. Viking, 1952.
These soft, water-color drawings of familiar small animals will cause a child to "Look."

3
Gay, Zhena. Who Is It? Viking, 1957. Soft pastel drawings show animal footprints and the child is asked, "Who Is It?"

2
Ginsberg, Mirra. Three Kittens. (Ill. Guilio Maestro) Translated from the Russian. Crown, 1973. The three kittens race through flour, a stovepipe and dive into a pond! A funny, playful story for your baby.

2-4
Goodall, John S. Jacko. Harcourt, 1972.
Full pages alternate with half pages so that pages change. Jacko, a monkey escapes from his owner and in the end finds his mother.

3-4
Goodhall, John S. The Adventures of Paddy Pork. Harcourt, 1968.
This is a cleverly designed picture book without words that tells what befalls a pig who runs away to join a travelling circus.

3-4
Goodhall, John S. The Ballooning Adventures of Paddy Pork. Harcourt, 1969.
This is a sequel.

3-4
Helmrath, Marilyn Olear and Janet LaSpiza Bartlett. (Marilue, illustrator) Oddo Publishing, Mankato, Minnesota.
This is a series of books about a bear. The stories are simple and the illustrations are of cuddly bears and loveable animals.

__________ Bobby Bear in the Spring. 1968

__________ Bobby Bear and the Bees. 1964

4-5 __________ Bobby Bear's Rocket Ride. 1968

3-4
Holdsworth, William Curtis, illustrator. The Little Red Hen. Farrar, Straus and Girous, 1961.
Drawings are explicit and have much reality and action, but color would have helped the book. The drawings are in black and white.

3
Hoban, Russell, Best Friend for Frances. Harper, 1969.
Frances, the badger, chooses a younger sister, Gloria, as a playmate after his unual companion, Albert, decides to exclude girls from his play. Other badger stories are: A Birthday for Frances. A Baby Sister for Frances. Bread and Jam for Frances. Bedtime for Frances. Egg Thoughts and Other Frances Songs.

3
Kent, Jack. Mrs. Mooley. Golden Press, 1973.
Mrs. Mooley, the cow, hears about the cow who jumped over the moon and she decides to do the same. All the animals on the farm laugh at her, but her determination wins through in the end.

4-5
Lida. Bruin The Brown Bear. (Feodor Rojankovsky) Golden Press, 1966.
This is a detailed story of Plush, the brown bear and her four babies. This is almost a science book and will help children to understand the life-cycle of bears.

3-4
Lionni, Leo. Swimmy. Pantheon Books, 1963.
Swimmy, a little fish, is the only fish in a school who escapes being eaten by a big fish. After many adventures he meets another school of fish and teaches them how to swim in formation so that they look like one huge fish and are able to scare away large fish. The college illustrations are in happy colorful tones.

3-4
Lionni, Leo. Frederick. Pantheon, 1967.
Frederick is a mouse, a plain ordinary mouse, but he sees the world differently than the usual plain, ordinary mouse. Actually, the book teaches philosophy of happiness, but your child will love Frederick for what he is - a plain, ordinary mouse.

2-3
Lionni, Leo. Inch by Inch. Astor-honor, Inc., 1962.
A robin, about to eat an inchworm, discovers the worm can measure things. After measuring many things for the robin the worm inches away to safety. The large clear collage-type picutres show the world from a worm's point of view, a view that is close to a child's and thus intriguing to him.

4-5
Lionni, Leo. The Greentail Mouse. Pantheon, 1973.
Mysterious eerie pictures tell a story of mice playing Mardi Gras with masks. Children who enjoy wearing masks at Halloween will identify with the mice.

4
Massie, Diane Redfield. Dazzle. Parents' Magazine Press, 1969.
Dazzle is a bird who demands homage from the other animals because he believes he is Lord of the animals because of his beauty. He has a sorry, but happy ending. The pictures of Dazzle do dazzle the reader and will fascinate all.

4-5
Massie, Diane Redfield. Walter was a Frog. Simon and Schuster, 1970.
Rousseau-type pictures tell the story of Walter who is not certain he wishes to be a frog; perhaps it would be better to be a bird or a fish.

3-4
Mayer, Mercer. Hiccup. Dial Press, 1976
An action filled story in which Mr. Hippo takes his lady out rowing. She has the hiccups and he does everything possible to stop them. Children will enjoy the ending when Mr. Hippo gets the hiccups as well. The story has few words, lots of action and detailed pictures.

4-5
Minarik, Else Holmelund. (Maurice Sendak, illustrator) Father Bear Comes Home. Harper and Bros., 1959.
This is an "I Can Read" book and is liked by 4-6 year-olds. The story is enlivened by a case of hiccups and little bear's wish that his father will bring home a mermaid.
Other books in the series are: Little Bear, Little Bear's Visit and A Kiss for Little Bear.

3-5
McCloskey, Robert. Make Way for Ducklings. Viking Press, 1941.
The illustrations in this much-loved Caldecott award book are enjoyed by 3's. The story is more suitable for 4 and 5's. The enchanting tale tells of Mr. and Mrs. Mallard who need somewhere to hatch 8 eggs. This is a nostalgic book for anyone who loves Boston and ducks and beautiful artistry.

4
Munari, Bruno. Bruno Munari's Zoo. World Publishing Co., 1963.
This is a picture book of birds and beasts, original in design. brilliant in color, and touched with humor. The pictures are double spreads and the text is merely an identifying line or two on a page. It is not very timely and is perhaps outdated.

2-4
Newberry, Clare Turlay. Marshmallow. Harper, 1965.
The drawings in these books are ezquisite. Marshmallow is a white bunny who becomes the best friend of a cat. Other books by the same author are: April's Kittens and T-Bone the Baby Sitter.

4
Payne, Emmy. Katy No Pocket. Houghton Mifflin Co., Boston, 1969.
(H. A. Rey, illustrator)
This is a happy book, with a happy solution to the problem of what Katy, the kangaroo, should do because she doesn't have a pocket for her baby. The illustrations have strong action lines and coloring to highlight the plot.

3
Pilgrim, Jane. Blackberry Farm Books. Potato Press. These include: Mother Hen and Mary, Ernest Owl starts a School, Bunny in Trouble. On Blackberry farm the animals are very curious and these little books tell what they do.

4-5
Rockwell, Anne and Harlow. Molly's Woodland Garden. Doubleday, 1971
Delicate drawings and a "read-to-me: type of story show Molly's care and excitement over the beans she is planting. However, one day she scares a skunk away from a nest of pink eggs in her garden. Later she sees the eggs hatch into turtles. This is a very well-developed book to teach a child care of living things.

2-4
Rockwell, Ann F. Paul and Arthur Search for the Egg. Doubleday, 1964.
Mrs. Seagull loses her egg and Paul and Arthur, the spotted bull, help her find it. But the egg is no longer an egg but a baby seagull. The pictures are of a fantastic design with small-child appeal.

3-4
Rockwell, Anne. Sally's Caterpiller. (Harlow Rockwell, illustrator)
Parents Magazine Press, 1966.
A beautiful story with a delicate touch of artistry to show a child the life cycle of a butterfly.

4
Sandberg, Inger and Lasse. Nicholas' Favorite Pet. Delacorte Press, 1967.
Novel comical pictures of an elephant, rhinoceros, hippopotamus, lion, snake and crocodile intrigue the reader of these pages as a little boy finally obtains the best pet of all--a dog.

2-4
Udry, Janice May. (Martha Alexander, illustrator) Mary Ann's Mud Day.
Harper and Row, 1967.
A little book with adorable little pictures about a little girl who makes everything possible out of mud. She even made little mud boys and little mud girls.
This is a story that mothers of little girls will enjoy.

4-5
Ungerer, Tomi. Crictor. Harper and Row, 1958.
This is the story of a boa constrictor who was sent to Madame Bodot from her son in Africa. Madame Bodot takes very good care of Crictor. She even knits him a sweater. In the end, Crictor saves his mistress from a burglar and many honors are bestowed on him for his bravery.

2-5
Ward, Lynd. The Biggest Bear. Houghton, 1952.
This 1953 Caldecott Medal is a book about a boy and a great big real bear. The illustrations are dramatic, especially as the bear grows and grows throughout the book. When the beat becomes too big for the farmyard the little boy has to make some difficult decisions. Some of the pictures of the bear are the finest in all of children's literature.

3
Wells, Rosemary. Benjamin Tulip. Dial, 1973.
Two racoons, one who likes to fight and one who doesn't plus pastel and pen and ink drawings makes this a lovely small-sized book for small hands to enjoy.

Wezel, Peter. The Good Bird. Harper & Row, 1964.
This story tells of a bird who shares his worm with an unhappy gold fish.

Wildsmith, Brian. Birds. Franklin Watts, 1967.
This is one of the finest picture books in existence. The pictures are magnificent. Some of the words are too difficult for small children, but they will understand the pictures.

3-5
______________________. Fishes. Oxford University Press, 1968.
This book is filled with fishes of every color of the rainbow. The line of text is too difficult for 2's and 3's; but some 4's will like to learn the new words:

A hover of trout
A battery of barracuda.

3
Wildsmith, Brian. The Little Wood Duck. Watts, 1973.
The littlest duckling could not swim well, but in the end he saves the day.

2-3-4
______________________. Puzzles. Franklin Watts, 1970.
This is one of the most fascinating books on the market today for a young child. The animals are huge and extremely colorful. Your baby will love the hen and the big donkey and the leopard. Actually, you could cut the book up and use the pictures on a nursery wall. Three-year-olds should be able to answer most of the questions posed such as "There is something strange about this leopard. Can you see what it is?"

Zion, Gene. Harry the Dirty Dog. (M. B. Graham, illustrator) Harper & Row, 1956
This is a dog story that is loved by young children and always rates high on best-loved lists. Harry is a white dog with black spots who hates a bath. One day he hides the scrubbing brush and runs away. In the process he gets so dirty that he doesn't look like himself at all. Even his family did not know him, so he picked up the scrubbing brush, ran upstairs and jumped into the bathtub. After a good scrubbing he looked like Harry again.

BEGINNING SCIENCE BOOKS

Carle, Eric. The Very Hungry Caterpillar. World, 1972.
A counting book showing the life cycle of the caterpillar.

4-5
Clark, Mary L. The True Book of Dinosaurs. Children's, 1955.
Pre-schoolers love dinosaurs. They fascinate the child's imagination. This book has been a best seller for many years.

4
Freschet, Berniece. Turtle Pond. Scribner, 1971.
Survival in the animal world of a pond is dramatized by realistically-colored drawings.

2-4
Garelick, May. (Barbara Cooney, illustrator) Down to the Beach. Four Winds, 1973.
Lovely pictures will show your child the fun of a day at the beach: swimming, playing in the sand, watching buoys and ships, searching for seashells, and listening to foghorns at night.

4
Goudey, Alice E. Houses from the Sea. Scribner, 1959.
Soft tones and an ethereal mood depict the beauties of the sea. For the child who knows the sea and the child who doesn't there is wonderment and beauty in this volume.

18mos - 2
Hazen, Barbara Shook (Ian E. Staunton, illustrator) Where do Bears Sleep? Addison Wesley, 1970.
Bright, realistic pictures for the youngest.

3
Lionne, Leo. The Biggest House in the World. Pantheon, 1968.
The biggest house belongs to a snail. Oversize pictures show many details.

4
MacDonald, Golden. The Little Island. Doubleday, 1946.
The Island is little - just right for a child to enjoy. The pictures would interest the young child but parents need to talk about the ocean and the trees and the island.

3-4 NO WORDS
Mari, Iela and Enze Mari. The Apple and the Moth. Pantheon, 1969.
The illustrations are large and strong and are flat cut-outs of the objects. It shows the seasons and the growth of a moth in an apple from wiggly worm to moth. The story in pictures should entrance any child who has found a worm in an apple.

1
Mari, Iela, and Enze Mari. The Chicken and the Egg. Pantheon, 1970.
This is a very dramatic presentation in pictures in yellow and black showing the life cycle of egg to chicken. It shows a black hen sitting on an egg, hatching and the chicken eating. These are full page illustrations that show, in many cases, only part of the hen or the chick.

4
Shaw, Evelyn. (Ralph Carpenter, illustrator) Octopus! Harper, 1971.
Attractive water colors depict life cycle, behavior and characteristics of octopus.

4
Tresselt,Alvin. Rain, Drop, Splash. Lothrop Lee Shephard, 1946.
Drip, drop splash goes the rain all day to form a puddle that grows into a river and finally joins the sea.

4
Tresselt, Alvin. White Snow, Bright Snow. Lothrop Lee & Shepherd, 1947.
The houses and trees are solid and substantial and the snow that settles on them is solid and substantial. This is a real world of nature as children know it to be.

3-4
Udry, Janice May. A Tree is Nice. Harper, 1956.
There are trees to climb up in, or play under to look at in the spring.

3-4
Waleer, Bernard. A Firefly Named Torchy. Houghton Mifflin, 1970.
The firefly has a unique fascination for children. Torchy will pique your child's interest and elicit a love for fireflies.

BIRTHDAY AND SEASONAL BOOKS

CHRISTMAS - 2-6
Brown, Margaret Wise. (Beni Montresor, illustrator) On Christmas Eve. Young Scott Books, 1961.
Exquisite drawings illustrate children's feelings on Christmas eve as they creep downstairs to look at the Christmas tree, hear the Christmas carolers in the street and then scurry back to their beds. This is a beautiful book for all ages.

CHRISTMAS - 2-3
Hurd, Edith Thatcher. (Clement Hurd, illustrator) Christmas Eve. Harper & Row, 1962.
The art work in this volume is of high calibre in blue, black and white stencil. It is suitable for a very young child. All the animals visit the babe in the manger on Christmas eve.

CHRISTMAS - 3-5
Jackson, Kathryn. The Animals Merry Christmas. Golden Press, 1972. (Richard Scarry, illustrator)
This is a reasonably-priced book of simple stories of animals at Christmas. The clear brightly colored illustrations attract children, but parents may need to ad lib the story.

BIRTHDAY - 4
Lenski, Lois. Surprise for Davy. Walck, 1947.
Your child will enjoy Davy's fourth birthday and the surprises encountered.

BIRTHDAY 3-4
Massie, Diane Redfield. A Birthday for Bird. Parents' Magazine Press, 1966.
Children love birthdays and birthday presents. In this variant on the usual story of a birthday a bird hopes no one will forget his birthday. All the animals live up to his fondest hopes and he has all the presents he could wish.

SEASONS 4-5
Merriam, Eve. Andy all the Year 'Round. (Margo Hoff, illustrator) Funk and Wagnalls, 1967.
Andy's five senses help him remember the season. Illustrations are in black and white with some color overlaid. The book shows how much enjoyment a child gets from his senses.

Sand: "slowly, slowly it plops through his fingers"

BIRTHDAY 3-5
Sandbert, Inger & Lasse. Little Anna's Mama Has a Birthday. Lothrop Lee Shephard, 1966.
This is another delightful modern-day book from Sweden. It gives a creative solution to a little girl's dilemma of how to give her mother a birthday present.

CONCEPT BOOKS

3
Baer, Edith. (Tana Hoban, Photographer) The Wonder of Hands. Parents' Magazine Press, 1970.
Exquisite photographs illustrate a poem about hands:

"Hands can do most anything...
Wear a ring wear a glove
Most important...hands can love!"

This is a quiet book for a parent to share with a child.

2-3
Hoban, Tana. Look Again. Macmillan Co., 1971.
This book will teach your child to look and see and to talk about what he sees. Intriguing black and white photos are placed on opposite pages, in between is a sheet of paper with a hole to look through. Parents would need to ask questions such as "What do you suppose it is? Let's look and see." Some of the photos are of a zebra, a shell and a peacock's tail.

2-3
Hoban, Tana. Push. Pull. Empty. Full. Macmillan, 1972.
Large, effective photos of city scenes teach a child meanings of many words. It is a vocabulary book for the youngest child. Some of the concepts taught are: "front and back," and are illustrated by the front and back of a clock. "Empty and full" are illustrated by an empty box and a box full of mushrooms.

4
Krauss, Ruth. A Bouquet of Littles. (Jane Flora, illustrator.) Harper and Row, 1963.
Quaint little people, portray all the importance of the word "little". This is a book to talk about. Some of the concepts are difficult, but the total book will add a fund of knowledge to a child's understandings.

4-5
Memling, Carl. Little Blue and Little Yellow. McDowell, Oblensky Inc., 1959.
One of the first abstract-type books for a child, tells the story of two pieces of torn paper--one blue and one yellow. For story-tellers, this is a marvelous idea to use with a flannel board.

3
Mayer, Mercer. A Boy A Dog A Frog. Dial, 1967.
Pen and ink drawings outline the highly amusing story of a boy and a dog on a frog hunt. Youngsters will take special delight in supplying their own test to this story with no words.

2-4
Paola, Tomie. Charlie Needs a Cloak. Prentice-Hall, 1973.
Strong designs and vivid pictorial descriptions show the processes of shearing, carding, spinning wool and making cloth with a clarity even the youngest child will understand.

3
Sesame Street. In and Out. Random House, 1970.
This pop up book illustrates opposites such as "far and near" and "above and below". This is ideal for the child about to go to kindergarten.

3-4
Sesame Street. The Sesame Street Book of Shapes. Little Brown, 1970.
This is a teaching book for a parent to help a child understand circle, square, rectangle and triangle. The illustrations are bright drawings as well as photographs. Ideas for teaching these concepts are given at the back of the book.

COUNTING BOOKS

4
Baum, Arline, and Joseph Baum. One Bright Monday Morning. Random House, 1962.
In this bright, colorful counting book a new number is introduced on each page. The items counted are blades of grass, flowers and items of spring. The book depicts the ways in which spring arrives.

3
Carle, Eric. 1,2,3 to the Zoo. World Publishing, 1968.
Brightly-colored collage pictures illustrate a train pulling animals to the zoo. This is one of the simplest of counting books and would be a good first counting book.

3
Hoban, Tana. Court and See. Macmillan, 1972.
Simple photographs in a city help a child to count objects to 15 and then by 10's to 50.

one--is one fire plug
two--is two little boys
three--is three buses

This is a very clear representation of numbers for 3's and 4's.

2-3
Ipcar, Dahlov. Brown Cow Farm. Doubleday, 1959.
It is winter time on Brown Cow Farm and the cold north wind is blowing. The animals are safe inside the big, brown barn. With rhythmical text and illustrations the author describes the cycle of life on a farm and creates a simple counting book for the youngest child.

3-4-5
Memling, Carl. (Feodor Rojankovsky) I Can Count. Golden Press, 1963.
Large strong pictures of animals at the zoo are used for this counting book. The pictures are forceful and of much-loved animals.

4-5
Merriam, Eve. (Harriet Sherman, Illustrator) Project 1,2,3. McGraw-Hill, 1971.
This counting book illustrates, in psychedelic colors, a large housing project. Items counted are trash cans, washers and dryers and all the things that are important to a child living in a huge apartment complex.

4-5
Merrill, Jean and Frances Greese Scott. How Many Kids Are Hiding On My Block?
Albert Whitman and Co., 1970.
Ten children play hide and seek in a large city. They hids in stores and one has almost a disastrous end by hiding in a trash can. The winner is the tiniest child who hides in a phone booth. This is a fast-moving story that teaches counting backward from 10 to 1.

4
Seignobosc, Francoise. Jeanne Marie Counts Her Sheep. Scribner, 1957.
Jeanne-Marie's pet sheep Patapon is expecting a lamb and Jeanne-Marie makes great plans about what she will buy with the wool from two sheep, and three sheep and so on until she counts to ten. But her sheep has just one lamb and there is only enough wool to knit one pair of socks.

3-4
Seasame Street. Seasame Street Book of Numbers. Little Brown, 1970.
Psychedelic colors and counting items grouped for ease of enumeration produces a forceful book for the child just learning to count.

3-4
Wildsmith, Brian. Brian Wildsmith's 1,2,3's. Franklin Watts, Inc., 1965.
Wildsmith has taken the basic abstract forms such as triangle, and rectangle and related them to numbers from one to ten. The illustrations are bright and colorful, but the larger numbers are difficult to count because of the abstractions.

FOLKTALE BOOKS

2-4
Adams, Adrienne, illustrator. The Shoemaker and the Elves, Scribner, 1960.

2-4
Asbjornsen, P. C. and Jorgan E. Moe. (Illustrations Marcia Brown) The Three Billy Goats Gruff. Harcout, 1957.

Brooke, Leslie L. The Story of the Three Little Pigs, Warne, 1934.

2-4
Brown, Marcia, illustrator. Dick Whittington and His Cat. Scribner, 1950.

3-4
Brown, Marcia. Three Billy Goats Gruff. Harcourt Brace, 1957.
The three billy goats in the tale by Asborjornsen amuse young children first of all because they possess the same name, Gruff. Secondly, the story captivates the attention of its audience because of the suspenseful note introduced by the challenging troll who possesses the bridge the three must cross. Finally, the reader is amused by the surprise ending of serenity as the goats eat themselves into a state of bliss.

3-4
Craig, M. Jean. (Kelly Oeschli, illustrator). The Dragon in the Clock Box. Grosette, 1962.
Three and four year-olds who are beginning to delve into the world of the imagination will enjoy this story of four-year-old Joshua who hatches an imaginary dragon's egg.

2-3
Daly, Kathleen (Feodor Rojankovsky, Ill.) *The Three Bears*. Golden Press, 1967.
This favorite of the nursery is enhanced by Rojankovsky's springhtly drawings.

2-4
DuBois, William Pene. *The Three Little Pigs*. Viking, 1962.
Stylized illustrations and verse tell this old favorite of the nursery set.

2-4
Fischer, Hans. *The Travelling Musicians*. Harcourt, 1955.

2-4
Frasconi, Antonia. *The House That Jack Built*. Harcourt, 1958.

2-4
Gag, Wanda, illustrator. *Snow White and the Seven Dwarfs*. Coward-McCann, 1938.

2-4
Galdone, Paul. *The Old Woman and her Pig*. McGraw, 1960.

2-5
Galdone, Paul. *The House That Jack Built*. McGraw, 1961.

Galdone, Paul. *Old Mother Hubbard and Her Dog*. McGraw, 1971.
Old Mother Hubbard is a part of early childhood. These nonsense rhymes with two-color illustrations will endear Old Mother Hubbard to your family.

Galdone, Paul. *Henny Penny*. Seabury Press, 1968.

2-4
Hoffman, Felix. *The Sleeping Beauty*. Harcourt, 1960.
Torchio, Ill. Three Favorite Fairy Tales. N.Y., Golden Press, 1971.
Large, clear, vivid drawings depict the Little Red Hen, Hansel & Gretel & Jack & the Beanstalk.

3-4
Lindgren, Astrid. (Harald Wiberg, illustrator). *The Tomten*. Coward, 1961.

________________ *The Tomten and the Fox*, Coward, 1965.
From northern Europe come a delightful series of books about the Tomten. The stories will appear to some 3 and 4's, but all will enjoy finding the Tomten, or the troll, in these subtle-toned Nordic illustrations.

4-5
Lobel, Arnold. *Giant John*. Harper and Row, 1964.
A loveable young giant goes out to find gold for his mother. He works for the king and queen and by mistake knocks down the castle. His rebuilding efforts are disastrous.

4
Mills, Annie and Rose Bonne. I Know an Old Lady.
Rand McNally, 1961.
This is the old folk-tale of an old lady who swallowed a fly; then swallowed a spider to catch the fly. Finally she swallows a horse. "She's dead of course"
These rhymes are part of the great literary heritage of nonsense and fun that is part of childhood.

Moore, Narianne. (Ill. Eugene Karlen)
Puss in Boots, The Sleeping Beauty and Cinderella-Macmillan, 1963.

2-4
Rojankovsky, Feodor. The Three Bears (Adapted by K. N. Daly) Golden Press, 1967.
Full page pictures stress the three bears in the story. Goldilocks is hardly seen. The bears are large, furry and active and will delight any child. This is a very vigorous interpretation of this best-loved of stories for children.

2-4
Volland Edition. Favorite Stories for Children. (Frederick Richardson, illustrator) Hubbard Press, 1965. This paper back edition includes the Three Little Pigs, The Three Bears, The Three Billy Goats Gruff, and the Cat and the Mouse. All these may be obtained on tapes.

FUN AND LAUGHTER BOOKS

4-5
Aliki, (Illustrator) Keep Your Mouth Closed Dear. Dial Press, 1966.
A very amusing story of a green alligator who will not keep his mouth closed. Children who are too talkative will enjoy all the things that happened to Charles because he kept his mouth open most of the time.

Bannerman, Helen. Little Black Sambo. Lippincott, 1923.
The charming story of a little Indian boy who is robbed by some tigers has become controversial and banned in many libraries.

4
Benchley, Nathaniel. (Arnold Lobel, illustrator) Red Fox and His Canoe.
Harper and Row, 1969.
This is an amusing story about an Indian boy, too many animal friends and a canoe.

4
Holdsworth, William, illustrator. The Gingerbread Boy. Farrar, Strauss and Giroux, 1968.
This is the old-time story favorite illustrated in realistic black and white drawings. However, color would have enhanced the book for small children.

NO WORDS - 2-3
__________________. Rosie's Walk. Macmillan, 1968.
This is one of the funniest and most colorful books produced in the last ten years for the very young. Rosie the hen went for a walk and the red fox who follows is foiled at every step. Somehow Rosie becomes an invincible, confident character leading a charmed life. Your child will enjoy telling you what the hen and the fox are doing.

3
Kuskin, Carla. All Sizes of Noises. Harper and Brothers, 1962.
A noisy book children will enjoy takes John through all the sounds of his environment from early morning quiet to the rush and roar of the day and back to evening quiet. The pages of sound words are fun to savor: the breakfast sounds are: chew, crunch, sip, gulp, rustle and the night sounds are shhhhhhhhh.

3-4
Mayer, Mercer. Bubble, Bubble. Parents' Magazine Press, 197
This is a very funny book about a little boy who blows bubbles. No words are used.

4-5
Mayer, Mercer. There's a Nightmare in My Closet. Dial Press, 1968.
A child discovers a loveable nightmare in his closet and puts the sobbing nightmare in his bed. A good book to help children know that everyone can have nightmares and they need not be frightening. This book is written on two levels. For mother it is a caricature of the "nightmares" she may have bought and put in her closet and all she can do is cry when she sees them in reality.

3
Rey, Hans A. Curious George. Houghton Mifflin, 1941.
In this story a mischievous monkey has several adventures before he becomes accustomed to city life. George lives in Africa and was very curious, so he was caught and taken on a boat. He falls overboard. When he gets to land he lives in a house and sleeps in a bed. He telephones the fire department and is caught and put in jail. He finally is carried over the city hanging on to balloons and lands in the zoo.

Other Curious George books are:
Curious George Rides a Bike. Houghton Mifflin, 1952.
Curious George Flies a Kite. Houghton Mifflin, 1963.
Curious George Learns the Alphabet. Houghton Mifflin, 1963.
Curious George Gets a Medal. Houghton Mifflin, 1953.
Curious George Takes a Job. Houghton Mifflin, 1947.

Rey, Margaret and H. A. Curious George Goes to the Hospital. School Book Services, 1970.

4
Scarry, Richard. Funniest Storybook Ever. Random House, 1972.
This is a series of funny stories about animals. It is illustrated in sequence similar to cartoons.
It is a good book to teach a child to tell a story from the pictures in order--top to bottom of a page and left to right on a line.

2-4
Seuss, Dr. (Theofore Geisel)
Many of Dr. Seuss' books are suitable for children from two to four years of age. Some of the ones that can be read to this age group are:

If I Ran the Zoo, Random, 1956.
Cat in the Hat, N. Y Random House, 1957.
Horton Hatches the Egg. N. Y. Random House, 1940.
The 500 Hats of Bartholomew Cubbins, Vanguard, 1938.

4-5
Shulevitz, Uri. Oh What a Noise! Macmillan, 1971.
Psychedelic shiny-paged pictures depict noise. It is a humorous noisy book with few words.

"Twenty parrots screaming carrots"

3-5
Slobodkin, Esphyr. Caps for Sale. Scott, 1947.
A travelling salesman loses all his caps to a band of monkeys. They mimick his anger, but finally, he throws his cap to the ground and the monkeys do the same. This is a marvellous story to tell to children with lots of gestures.

GRANDPARENTS AND CHILDREN BOOKS

3-4
Borack, Barbara. (Ben Shecter, illustrator) Grandpa. Harper and Row, 1967.
Detailed pictures and a simple story show a little girl's love for her grandfather.
"One time before anyone else was awake we went for a walk to the park. We had a bag full of oranges. They were sweet and sticky and after we finished the sun came up. Then we licked our fingers."

2-3
Buckley, Helen E. (Paul Galdone, illustrator) Grandfather and I. Lothrop, Lee and Shapard, 1959.
Large pictures of a little boy and his grandfather depict what fun it is to never hurry and enjoy life with an older person

"We walk along
And stop...
And look...
just as long as we like.

This will help a child to understand grandparents.

Buckley, Helen E. Grandmother and I. Lothrop, 1961.
This is a companion book to Grandfather and I and illustrates why a grandmother;s lap is better than anyone else's.

3-4
Gauch, Patricia Lee. Grandpa and me, (Ill. Symeon Shimin.) Coward, McCann and Geoghegan, 1972. This is a story of the love of grandparents and grandchildren for each other. Grandfathers are wonderful for many reasons and your child should enjoy this story of happy dats at the seaside.

4-5
Hertz, Grete Janus, Grandfather's Straw Hat. (Ardy Struwer, illustrator) McGraw-Hill, 1964.
This is a good story to teach children a time sequence. Grandfather's hat is used by grandmother, the children, and finally becomes a nest for birds.

4
Lexau, Joan M. Benjie. (Don Bolognese, illustrator) Dial Press, 1964. Benjie and his grandmother live on the fourth floor of a walk-up apartment. It is Sunday and they walk to church and granny wears her very favorite earrings. On the way home one earring is lost and Benjie goes back and looks for it and learns not to be bashful.

GOOD STORIES FOR THE STORY HOUR

3
Anglund, Joan. Brave Cowboy. Harcourt Brace and Jovanovich, 1959. Simple pictures and a straightforward story tell the daily life of a little boy who is a real cowboy. This much-loved book is a favorite of little cobwoys and cowgirls.

3-4
Barrett, Judi. (Julia Noonan, Ill.) Peter's Pocket. Atheneum, 1974. Peter did not have enough pockets in his clothes and so his mother made portable ones.

4-5
Battaglia, Aurelius. Captain Kangaroo's Storybook. Random House, 1963. A large-sized story book with story-telling illustrations. It includes a collection of lesser-known stories from Mother Goose and authors such as Kurt Weise, Christopher Morley and Margaret Wise Brown. This is a useful book for the child who enjoys many stories and has parents who love to read and read to him.

4
Bemelmans, Ludwig. Madeline's Rescue. Viking, 1953.
In this most-loved of the Madeline books, Madeline is rescued from drowning by a dog named Genevieve. Genevieve becomes the pet of Madeline's school and when she has puppies each little girl receives one for her very own. The illustrations are satisfying to the yound child's interest in tiny details of life.

4
Bemelans, Ludwig. Madeline. Viking Press, 1939.
Rhyming verses and detailed pictures will introduce your child to the series of books about the little French girl, Madeline. Your child will enjoy Madeline's appendicitis operation and envy all the attention she received while in the hospital.

Other books in the series include: Madeline's Rescue, Madeline in London, Madeline and the Gypsies and Madeline and the Bad Hat.

The Madeline books have very strong appeal to many four-year-old girls.

3
Bird, Maria. Andy Pandy Books. Potato Press. These include: Andy Pandy and the Hedgehog, Andy Pandy's Net Pet, Andy Pandy and the Gingerbread Man, Andy Pandy's Weather House.
In these books Andy Pandy and his friends have many adventures that would appeal to three and four's.

4-5
Bishop, Claire Hutchet. (Kurt Weise, illustrator) The Five Chinese Brothers. Coward McCann, 1938.
Five Chinese brothers with unusual talents outwit a judge who tries to execute the first brother. The illustrations are in yellow, black and white and illustrate old traditional Chinese life.

3-4
Bowmar Publishers. Any Monster title series will be enjoyed by 4's to 5's.

3
Bond, Michael. (Fred Banberry, Illus.) Paddington Bear. Random, 1974.
An English-flavored book that will introduce your child to the adorable bear, Paddington, and his series of picture books. The Brown family meets the loveable bear at a train station and take him home to live with them. Every child will wish he had a Paddington in his home.

3-4
Brown, Margaret Wise. The Little Fireman. School Book Service, 1973.
Would you like to be a fireman? Let's read and find out!

3-6
Brunhoff (T[illegible] from French) The Story of Babar the Little Elephant. Rando[illegible] 1933.
One of t[illegible]st-loved of all children's books introduces your child to the Babar [illegible]ies. Elephants abound and many of the pictures are simple animated maps of the places Babar visits.

3-4
Buckley, Helen. (Evaline Ness, illustrator) Josie and the Snow. Lothrop Lee and Shepard, 1964.
Evaline Ness' fine prints depict the delightful time a little girl and her parents have on a snowy day. The language is simple but one knows the little girl has parents who love to play with her and who know how to make a little girl's life fun.

4
Burningham, John. Mrs. Gumpy's Outing. Holt, 1971.

Mrs. Grumpy goes for a ride in his little boat but gradually more and more company jump on board. Your child will enjoy the climax of this Kate Greenaway Medal book.

3-4
Burton, Virginia. The Little House. Houghton Mifflin, 1942.

This is a Caldecott winner and is a cyclic story of a little house in the pathway of a growing city. Colors are bright and alluring to the youngest child.

3
Carle, Eric. Have You Seen My Cat? Franklin Watts Inc., 1967.

A little boy asks many people if they have seen his cat. He sees many cats such as a tiger, jaguar and a cheetah. The illustrations are brilliantly-colored collage in simple, yet striking designs. These books, from Germany, are excellent for the very young.

3
Chalmers, Mary. Be Good, Harry. Harper, 1967.

Companion volume to Throw a Kiss, Harry and Take a Nap, Harry shows the kitten, Harry, with an elderly babysitter. Children will understand how Harry feels because this is an experience common to all.

3-4
Cohe, Miriam (Lillian Hoban, Illus.) Best Friends. Macmillan, 1971.

4
Crawford, Mel, The Cowboy Book. Golden Press, 1965.

This is a collection of pictures of cowboys that will appeal to 4's.

4
Daugherty, James. Andy and the Lion. Viking, 1942.

This is an old-time favorite for all children. A little country boy gets a book about lions and the next day a real lion with a thorn in his foot appears. Andy's friendly lion becomes a friend of all who read this story. The bold line drawings depict the strong action and the vitality of the story.

3
Dugan, William. The Sign Book. Golden Press, 1968.

A child who is beginning to realize that words "speak" will enjoy "reading" the familiar signs in this book.

3
Flora, James. Sherwood Walks Home. Harcourt, 1966.

Sherwood is a wind-up bear who is left behind in the park. He has two problems: one is to get someone to wind him up and the other is to walk home before he unwinds.

2-3
Freeman, Don. Corduroy. Viking, 1968.
Corduroy, a teddy bear who lives in the toy shop, has one button missing from his suit. At night when the store is dark, he goes looking for it but is caught by the night watchman. All ends happily when he is taken home by a little girl.

4
Freeman, Don. Dandelion. Viking, 1964.
A lion gets so dressed up for a party that no one understands or recognizes him. This friendly lion is illustrated in charcoal and yellow and is a loveable fellow.

3
Gay, Zhenja. The Nicest Time of the Year. Viking, 1960.
The nicest time of the year is springtime. In this book a child can find the "nicest" things of springtime.

Greenaway, Kate. The Kate Greenaway Treasury. An anthology world, 1967.
An expensive volume with historical backgrounds and many of the old favorites of Kate Greenaway in full color. An investment for those with fond memories of her works for children.

3-5
Graham, John. A Crowd of Cows. (Feodor Rojankovsky, illustrator) Harcourt, Brace and World, 1968.
Some of the terms are difficult for 3's but the pictures will delight them. A child's vocabulary would be broadened by:
A crowd of bees is a colony
A crowd of pigs is a drift.

4
Gretz, Susanna (illustrator) Old Rhyme by Sir Henry Newbolt. Rilloby-Rill. Potato Press.
The illustrator has made a delightful view of the grasshoppers with vivid illustrations. The music is included.

4
Holl, Adelaide. (Roger Duvoisin, illustrator) The Raid Puddle. Lothrop, 1965.
Each animal in the barnyard sees his reflection in a rain puddle and believes that an animal like himself is drowning. Finally the sun dries up the puddle and they believe that everyone has been saved. This is told in a folktale style and would make a good story to tell to little children.

4
Hutchins, Pat. The Surprise Party. Macmillan, 1969.
The rabbit relays an invitation to his party with "pass it on" instructions. Each of his friends distorts the message. Children will enjoy the surprising results as well as the stylized bright drawings.

4
Keats, Ezra Jack. Whistle for Willie. Viking Press, 1964.
This is a lovely story for four-year-olds, who like Peter are trying to learn how to whistle. The pictures are realistic and have interesting details. Other books your child will like by Keats are The Snowy Day, Goggles, and Skates.

2-3
Kuskin, Karla. Roar and More. Harper, 1956.
This book is unique in that it endeavors to present the sounds animals make by means of pictures. The giraffe's sound is presented by a blank page; the fish's sound by horizontal positions of various O shapes.

2-3
Kraus, Robert. Whose Mouse Are You? (Ill. Jose Aruego) Macmillan, 1970.
A question and answer book with large pictures that answer the question posed.

4
Krauss, Ruth. Everything Under a Mushroom. (Margot Tomes, Illustrator) Four Winds Press, 1973.
The children do many things under the mushroom. There is no connected story and children will ask many questions. This is a talk book.

2-3
Kuskin, Carla. Square as a House. Harper and Brothers, 1960.
A book in which the parent asks the questions and the child makes a choice from the pictures. For example:

"If you could be red
Would you be a car
That races the wind
Or jam in a jar
....

4-5
Lamorisse, A. The Red Balloon. Doubleday and Co., 1956.
The photos in this appealing story of a little French boy and his balloon are from the movie of that name. Pascal has a special red balloon that follows him wherever he goes; but when the big boys find out they give chase and his balloon is broken; but a happy surprise ending awaits.

3-4
Lenski, Lois. Debbie and Her Dolls. Walck, 1970.
This is a little book and its brightly colored pictures tell about Debbie and her dolls. Others in the series are: Debbie and her Pets, 1971; Debbie Herself, 1968--not quate as good; Debbie and her Grandma, 1967; and Debbie Goes to Nursery School, 1970--This shows typical activities of a day in a nursery school. Similar books for boys include: Davy's Day. Oxford University Press, 1943; Big Little Davy. Oxford University Press, 1956.

________________. Cowboy Small. Oxford University Press, 1949.
This book has become a classic for little boys who like to pretend they are a real cowboy on the range. Cowboy Small has a real horse named Cactus whom your child will love.

2-3
Lenski, Lois. Policeman Small. Walck, 1962.
In red, black and white illustrations, Policeman Small directs traffic at a busy intersection.

2-4
Lenski, Lois. The Little Farm. Oxford University Press, 1942.
A perrenial favorite showing Farmer Small and all the things he does on his farm. Both boys and girls will enjoy the work he does with the big tractor.

2-5
Mackenzie, Garry. Read to Me Again. Child Study Assoc. of America, 1961.
A collection of easy-to-read stories and poems suitable for 2's to 5's.

4-5
McCloskey, Robert. Blueberries for Sal. Viking, 1968.
Exquisite pictures, a hillside of blueberries, Sal and her mother, a baby bear and its mother, and a mix-up of children are the ingredients of one of the loveliest books of childhood.

2-up
Milne, Alan Alexander. When We Were Very Young.
Dutton, 1961.
These beloved rhymes can be read to children from 9 mos. to 90 years. They are a definite must in every nursery.

2-up
____________________. The Hums of Pooh. London: Metheun Children's Books, 1972.
The Hums of Pooh--that is what this book is all about. If you like to hum, like Pooh, or Eeyore, perhaps you should read this book to your little one.

2-up
Milne, Alan Alexander. Winnie the Pooh. Dutton, 1954.
Winnie-the-Pooh may be enjoyed at any age. Read it to your children and it will continue to grow on you and them.

2-up
____________________. The Pooh Story Book. (E. H. Shepard, illustrator), Dutton, 1965.
Large print and selections from a number of the Pooh stories are included: A house is Built at Pooh Corner for Eeyore, PIglet is Entirely Surrounded by Water, and Pooh Invents a New Game and Eeyore Joins In.

2-3
Ogle, Lucy, and Tina Thoburn. (illustrator Joe Kaufman). I Spy. American Heritage, 1970.
A book for "naming" all sorts of things around the house. The book gives parents ideas of ways to help child classify objects.

3-5
Sendak, Maurice. Chicken Soup with Rice.

4
Seignobosc, Francoise. The Things I Like. Scribner, 1960.
A little girl, a boy and a dog tell the things they like.

4
Shulevitz, Uri. One Monday Morning. Charles Scribners and Sons, 1967.
A drab inner-city apartment building is brightened by the visit of the king on Monday and by added dignitaries each day of the week, until on Sunday the apartment and the staircase are filled by these lovely visitors. This is a book to help a child learn the days of the week.

3-4
Sivulich, Sandra Stroner. I'm Going on a Bear Hunt. (illustrator, Glen Rounds) Dutton, 1973.
This is an ideal story to tell with gestures about a little boy and a bear hunt. The storyteller can illustrate the boy's climbing, sliding, swimming, rowing, etc. and then reverse the whole process.

4-5
Spier, Peter, illustrator. The Fox Went Out on a Chilly Night; An Old Song.
Beautiful illustrations depict the old song of the red fox who visits the town and raids the farmers barn to obtain food for his hungry family.

3
Spier, Peter. Gobble, Growl Grunt. Doubleday and Co., 1971.
Lifelike whimsical drawings of many animals are placed on two-page spreads. Animal names and the sounds they make should interest three-year-olds and cause them to pore over the pictures. Every page is filled with ideas that will cause parents and children to talk about the pictures.

3-4
Tresselt, Alvin. (Roger Duvoisin, illustrator). Wake Up, City! Lothrop, 1956.
This depicts the gradual awakening of the city. Companion books are Wake Up, Farm! Lothrop, 1955 and Sun Up, Lothrop, 1949.

3-4
Udry, Janice May. A Tree is Nice. Harper and Row, 1956. (Marc Simont, illustrator)
The strong lifelike drawings depict the many uses of a tree: to play under, to sit in, for shade, for picnics, for beauty etc. Children love to just look at the pictures in this book.

4
Ueno, Noriko, (Roger Duvoisin, illustrator). Johnny Mapleleaf.
Lothrop, Lee Shepard, 1948.
Johnny Mapleleaf is the story of a leaf from the time it breaks out of its bud, through spring, summer and fall.

____________________. Rain Drop Splash. (Leonard Weisgard, illustrator)
Lothrop, Lee and Shepard, 1946.
This story traces the path taken by raindrops as they "drip from a shiny leaf, drop from a rabbit's nose, etc" until there are so many that they form a puddle, then a pond, then a brook, a lake, a river and finally the sea.

STORYTELLING - 3
________________. The Mitten. Lothrop, 1964.
This is an old Ukrainian folk tale in which a boys mittem becomes the refuge for some animals. They are all cozy and snug until a cricket tries to squeeze in. This is a lovely story to tell.

3
______________________. (Roger Duvoisin, illustrator) White Snow, Bright Snow.
Lothrop, Lee and Shepard, 1947.
This story tells of the activities of the postman, farmer and policeman before, during and after a big snowstorm. The policeman got his feet wet and caught a cold and had to stay in bed. The farmer had to dig a path to his barn, and the postman accidentally falls in a snow bank. Soon the snow melts and everyone resumes normal activities.

3
Wildsmith, Brian. Brian Wildsmith's Circus. Watts, 1970.
A book for every parent and child who has loved a circus. Brilliant colors and wonderful animals enliven the pages.

2
Wildsmith, Brian. Bible Stories. (told by Philip Turner) Franklin Watts, Inc., 1968.
This is a beautifully-illustrated book containing the best known Bible Stories from the Old and New Testaments. Parents would need to read the stories themselves and tell them to their children in simple terms. However children of 2 and 3 years of age would be fascinated by the dramatic illustrations and would want to know what the story was about.

2-7
Rojankovsky, Feodor. Rojankovsky's Wonderful Picture Book. Golden Press, 1972.
This is a very large gook with Rojankovsky's dynamic pictures for children. The stories are for children from 2-7 or 8, but the pictures will fascinate the youngest.

3
Sandberg, Inger and Lasse. Nicholas' Red Day. Delacorte Press, 1967.
Nicholas gets the measles after a very red day.

2-3
Sandberg, Inger and Lasse. What Little Anna Saved. Lothrop Lee Shephard, 1965.
Your child will enjoy putting in the words that are missing in this story. The big tall man of What Anna Saw steps in and helps her again.

4-5
Scarry, Richard. Busy, Busy World. Golden Press, 1965.
This book of stories from other countries is a good beginning geography-type book for the child who is realizing that the world is made up of many peoples and many countries.

3-4
Scarry, Richard. Things to Know. Golden Press, 1971.
A large book with a combination of ideas from many of his books. It has much variety--colors, numbers, alphabet etc.

4-5
Schweitzer, Byrd Baylor. The Chinese Bug. Houghton Mifflin, 1968.
All children like to dig holes. Joey wanted to dig a hole to China, but in a large city it was difficult to find a place to dig; but his preseverance rewarded him with a bug from Cina.

The illustrations of inner-city life are done with an overlay of print scenes that give the city an air of ethereal beauty.

4
Scott, Ann Herbert. Sam. McGraw, 1967.
A little black boy wants someone to play with him but his mother, brother, sister and father are all too busy. Filled with frustration he cries. His understanding mother lets him help her with the baking.

3-5
Sendak, Maurice. Where the Wild Things Are. Harper and Row, 1963.
Max dreams of adventure with the scary Wild Things. Children are enticed by the pictures of brave Max and will want the story read and reread. This is a Caldecott winner and is perhaps bets for 4-7's.

4-7
______________________. In the Night Kitchen. Harper and Row, 1970.
A little boy finds out what the baker's do at night in the kitchen. Cartoon-like drawings help the child to interpret the story.

2-3
Petersham. The Box with Red Wheels. Macmillan Co., 1949.
This is a book the youngest child will enjoy. It is illustrated in black and gold and orange and tells about a box with red wheels, a baby and many farm animals.

2-6
Potter, Beatrix. The Roly-Poly Pudding. Frederick Warne and Co., 1908.
Tom Kitten climbs up the chimney and is captured by two rats who decide to make him into a roly-poly dumpling. He is rescued by his mother and his aunt. The illustrations are tiny and delightful. When one tells this story to a child the child needs to sit very close to see the little pictures.

Other stories by Beatrix Potter are: The Tale of Peter Rabbit, Jemima Puddle Duck, The Flopsy Bunnies, Mrs. Tiggy-Winkle, Tale of Johnny Townmouse, Tale of Mrs. Tittlemouse, Timmy Tiptoes, Tom Kitten, Mister Jeremy Fisher, The Tale of Little Pig Robinson.

4-5
de Regniers, Beatrice Schenk. (Beni montresor, illustrator) May I Bring a Friend? Atheneum, 1965.
This 1965 Caldecott winner is a story about a boy, who is invited to lunch, to tea, and dinner by the King and Queen. He always asks if he may bring a friend. His friends are lions, elephants and all sorts of animals. In the end the friends all invite the King and Queen to be their guests at the zoo.

HEALTH AND DOCTOR BOOKS

4-6
Hertz, Grete Janus. (Veronica Leo-Hongell, illustrator). When Lena and Lisa Had the Measles. McGraw Hill Book Co., 1964.
The twins, Lena and Lisa get the measles and their activities, while ill, are well-known to most children.

3-4
Sandberg, Inger and Lasse. Where Does All the Smoke Come From? Delacorte Press, 1971.
This is a book for little children who wish the world was free from the terrible smoke of cigarettes. Peter and Polly find a dragon to be the cause of all the pollution and the solution is one a three-year-old can understand.

2
Scarry, Richard. Nicky Goes to the Doctor. Golden Press, 1972.
A fine book to prepare a child for visits to the doctor. Nicky the rabbit, has many tests at the doctors. He is measured and finds his ears have grown. He listens to his heart thumping and he even took a shot: "But he really didn't mind. It only hurt for a second."

3-5
Simon, Norma. (Joe Lasher, illustrator). See the First Star. Albert Whitman and Co., 1968.
This is a rare book for a pre-school child. It shows how a little boy, who cannot see very well, gets a complete eye examination and then can see the stars. This would be a very good book to help allay a child's fears of eye examinations. All the instruments are shown in use.

MACHINES AND MECHANICAL THINGS BOOKS

2-5
Burton, Virginia Lee. Katy and the Big Snow. Houghton Mifflin, 1943.
The pictures will appeal to the youngest and the story to the pre-schoolers. Katy, the snow-shovel has many adventures. Your child will live these stories over and over in play.

2-5
Burton, Virginia Lee. Mike Mulligan and his Steam Shovel. Houghton Mifflin, 1939.
The appeal of this book is in the colorful illustrations of Mary Anne, Mike Mulligan's steam shovel. The steam shovel is massive and strong as well as brave and honorable. She is one of the most-loved of all early childhood characters.

3
Cameron, Polly. (Consuelo Joerns, illustrator) The Green Machine, Coward Publishers, 1969.
A nonsense poem that invites the young listener's participation relates the details of a green jalopy's mad jaunt through a garden.

3-4
Gramatky, Hardie. Little Toot. Putnam, 1939.
Little Toot, a tugobat, doesn't like to work and doesn't like the ocean. The other tugboats think he is a nuisance because all he does is play. During a storm, he discovers a hugh ocean liner in danger and sends out an S.O.S. from his smoke stack. The big tugboats see the signal but are unable to reach the ship. Ultimately Little Toot rescues the ocean liner and becomes a hero. Four year-olds love the story and younger children love the pictures of Little Toot.

4-5
Humphrey, Henry. What is it for? Simon, 1969.
Detailed photographs and a text explain many of the things children see in a large city, but do not know what they are for. The pictures should encourage parents to explain many other things of interest to children. Some of the items pictured are a covered pedestrian walkway, a roof ventilator, a street grating over a train tunnel, and a bank's night depository.

NO WORDS - 4-6
Hutchins, Pat. Changes, Changes. Macmillan, 1971.
Two wooden dolls and a set of building blocks tell a changing story of two dolls and the many ways they build with the same blocks. No words are used. The concepts would be confusing for children under four.

2-3
Lenski, Lois. The Little Auto. Oxford University Press, 1934.
This tiny book shows Mr. Small with his auto. He fills it with gasoline, puts air in the tires and drives down the street. These are all the things little children like to do with toy automobiles.

3-4-5
Piper, Watty. (George and Doris Hauman, illustrators) The Little Engine That Could. Platt and Munk, 1961.
This perennial favorite tells the story of the little engine that could get to the top of the mountain to deliver toys to all the boys and girls. Children will love the bright colorful illustrations of the shiny new engine, the passenger engine, freight engine and the little trail filled with toys.

2-3
Rockwell, Anne. Thruway. (Harlow Rockwell, illustrator) Macmillan, 1972.
Large colorful simplified pictures describe a Thruway in concepts easy enough for 18 mos.-24 mos.

2-3
Rockwell, Anne and Harlow. Machines. Macmillan, 1972.
This is an excellent book showing how simple machines work: gears, pulleys wheels, etc.

4-5
Scarry, Richard. Boats. Golden Press, 1967.
This is a little tall thin book that pictures boats of every size, shape and type. There is also a short text to help parents who do not know all the names of the boats.

________________. Cars. Golden Press,
This is a companion volume to Boats.

Zaffo, George J. The Big Book of Real Fire Engines. Grosset, 1958.
This book shows a child all about fires--the trucks, firemen, the pumper, hook and ladder hose truck, and the fire chief's car.

________________. The Big Book of Real Trains. Crosset, 1963.
This shows how many trains work: the tender, hopper flat car, cattle car, caboose. It also shows the train signals and the various men who work on the train.

________________. The Big Book of Building & Wrecking Machines.
Grossett and Dunlap, 1951.

________________. Airplanes & Trucks & Trains, Fire Engines, Boats & Ships, & Building & Wrecking Machines. Grossett and Dunlap, 1968,

MEDAL BOOKS

(a) The Randolph J. Caldecott Medal, donated by the Frederic G. Melcher family, has been awarded since 1938 by the American Library Association, Children's Services Division to illustrator of the most distinguished picture book for children published in the U. S. during the preceding year. The award may be given only to residents or citizens of the United States.

The books that will appeal, most likely, to your baby are starred. You may find others that your child will love:

1977 Dillon, Leo and Diane (Ill. Leo and Diane Dellon) Ashante to Zulu Text by Margaret Muscgrove, Dial.

Honor Books: Goffstein, M. B. Fish for Supper, Dial Press; The Contest by Nonny Hogrogian, Morrow; The Golem by Beverly Brodsky McDermott, Lippincott; Hawk, I and Your Brother by B. Baylor (Ill. Peter Parnall, Scribner; The Amazing Bone by William Steig, Farrar.

1976 Why Mosquitoes Buzz in People's Ears. retold by Verna Aardema, ill. by Leo and Diane Dellon, Dial.

Honro Books: The Desert is Theirs by Byrd Baylor, ill. by Peter Parnall, Scribners, Strega Nona retold and illus. by Tomie de Paola, Prentice.

1975 Arrow to the Sun adapted and ill. by Gerald McDermott, Viking. Honor Book: Jambo Means Hello by Muriel Feelings, ill. by Tom Feelings. Dial.

1974 Duffy and the Devil by Margot Zemach (Farrar) Honor Books: Three Jovial Huntsmen adapted and ill. by Susan Jeffers (Bradbury); Cathedral: The Story of Its Construction by David Macaulay (Houghton).

1973 The Funny Little Woman retold by Arlene Mosel, Ill. by Blair Lent (Dutton) Honor Books: Anansi the Spider adapted and ill. by Gerald McCermott (Holt; Hosie's Alphabet by Hosea, Tobias and Lisa Baskin, ill. by Leonard Baskin (Viking); Snow White and the Seven Dwarfs translated by Randall Jarrell, ill. by Nancy Ekholm Burket (Farrar); When Clay Sings by Byrd Baylor, ill. by Tom Bahti (Scribner's).

1972 One Fine Day by Nonny Hogrogian (Macmillan) Honor Books: Hildilid's Night by Cheli Duran Ryan, ill. by Arnold Lobel (Macmillan); If All the Seas Were One Sea by Janina Domanska (Macmillan); Moja Means One by Muriel Feelings, ill. by Tom Feelings (Dial).

1971 A Story, a Story by Gail E. Haley (Antheneum) Honor Books: The Angry Moon by William Sleator, ill. by Blair Lent (Atlantic-Little); Frog and Toad Are Friends* by Arnold Lobel (Harper); In the Night Kitchen* by Maurice Sendak (Harper).

1970 Sylvester and the Magic Pebble by William Steig (Windmill/Simon & Schuster) Honor Books: Goggles* by Ezra Jack Keats (Macmillan); Alexander and the Wind-Up Mouse* by Leo Lionni (Pantheon); Pop Corn & Ma Goodness by Edna Mitchell Preston, Ill. by Robert Andrew Parker (Viking); Thy Friend, Obadiah by Brinton Turkle (Viking); The Judge by Harve Zemach, ill. by Margot Zemach (Farrar).

1969 The Fool of the World and the Flying Ship by Arthur Ransome, ill. by Uri Shulevitz Honor Book: Why the Sun and the Moon Live in the Sky by Elphinstone Dayrell, ill. by Blair Lent (Houghton).

1968 Drummer Hoff by Barbara Emberley, ill. by Ed Emberley (Prentice) Honro Book: Frederick by Leo Lionni (Patheon); Seashore Story by Taro Yashima (Viking); The Emperor and the Kite by Jan Yolen, ill. by Ed Young (World).

1967 Sam, Bangs and Moonshine by Evaline Ness (Holt) Honor Book; One Wide River to Cross by Barbara Emberley, ill. by Ed Emberley (Prentice)

1966 Always Room for One More by Sorche Nic Leodhas, ill. by Nonny Hogrogian (Holt) Honor Books: Hide and Seek Fog by Alvin Tresselt, ill. by Roger Duvoisin (Lothrop); Just Me by Marie Hall Ets (Viking);* Tom Tit Tot by Evaline Ness (Scribner's)

1965 May I Bring a Friend? by Beatrice Schenk de Regniers, ill. by Beni Montresor (Atheneum) Honor Books: Rain Makes Applesauce by Julian Scheer, Ill. by Marvin Bileck (Holiday); The Wave by Margaret Hodges, ill. by Blair Lent (Houghton); A Pocketful of Cricket by Rebecca Caudill, ill. by Evaline Ness (Holt)

*1964 Where the Wild Things Are*by Maurice Sendak (Harper) Honor Books: Swimmy* by Leo Lionni (Pantheon); All in the Morning Early by Sorche Nic Leodhas, ill. by Evaline Ness (Holt); Mother Goose and Nursery Rhymes ill. by Philip Reed (Atheneum)

*1963 The Snowy Day by Ezra Jack Keats (Viking) Honor Books: The Sun Is a Golden Earring by Natalia M. Belting, ill. by Bernarda Bryson (Holt); Mr. Rabbit and the Lovely Present by Charlotte Zolotow, ill. by Maurice Sendak (Harper)

1962 Once a Mouse . . . by Marcia Brown (Scribner's) Honor Books: The Fox Went Out on a Chilly Night ill. by Peter Spier (Doubleday); Little Bear's Visit by Else Holmelund Minarik, ill. by Maurice Sendak (Harper); The Day We Saw the Sun Come Up by Alice E. Goudey, ill. by Adrienne Adams (Scribner's)

1961 Baboushka and the Three Kings by Ruth Robbins, ill. by Nicholas Sidjakov (Parnassus) Honor Book: Inch by Inch by Leo Lionni (Astor-Honor)

1960 Nine Days to Christmas by Marie Hall Ets and Aurora Labastida, ill. by Marie Hall Ets (Viking) Honor Books: Houses from the Sea by Alice E. Goudey, ill. by Adrienne Adams (Scribner's); The Moon Jumpers by Janice May Udry, ill. by Maurice Sendak (Harper)

*1959 Chanticleer and the Fox adapted from Chaucer and ill. by Barbara Cooney (Crowell) Honor Books: The House That Jack Built by Antonio Fransoni (Harcourt); What Do You Say, Dear? by Sesyle Joslin, ill. by Maurice Sendak (Scott); Umbrella by Taro Yashima (Viking)

1958 Time of Wonder by Robert McCloskey (Viking) Honor Books: Fly High, Fly Low by Don Freeman (Viking); Anatole and the Cat by Eve Titus, ill. by Paul Galdone (McGraw)

1957 A Tree Is Nice by Janice May Udry, ill. by Marc Simont (Harper) Honor Books: Mr. Penny's Race Horse by Marie Hall Ets (Viking); 1 is One by Tasha Tudor (Walck); Anatole by Eve Titus, ill. by Paul Galdone (McGraw); Gillespie and the Guards by Benjamin Elkin, ill. by James Daugherty (Viking); Lion by William Pène du Bois (Viking)

1956 Frog Went A-Courtin' ed. by John Langstaff, ill. by Feodor Rojankovsky (Harcourt) Honor Books: Play with Me* by Marie Hall Ets (Viking); Crow Boy by Taro Yashima (Viking)

1955 Cinderella, or the Little Glass Slipper by Charles Perrault, trans. and ill. by Marcia Brown (Scribner's) Honor Books: Book of Nursery and Mother Goose Rhymes* ill. by Marguerite de Angeli (Doubleday); Wheel on the Chimney by Margaret Wise Brown, ill. by Tibor Gergely (Lippincott); The Thanksgiving Story by Alice Dalgliesh, ill. by Helen Sewell (Scribner's)

1954 Madeline's Rescue by Ludwig Bemelmans (Viking) Honor Books: Journey Cake, Ho! by Ruth Sawyer, ill. by Robert McCloskey (Viking); When Will the World Be Mine? by Miriam Schlein, ill. by Jean Charlot (Scott); The Steadfast Tin Soldier by Hans Christian Andersen, ill. by Marcia Brown (Scribner's); A Very Special House by Ruth Krauss, ill. by Maurice Sendak (Harper); Green Eyes by A. Birnbaum (Capitol)

1953 The Biggest Bear by Lynd Ward (Houghton) Honor Books: Puss in Boots by Charles Perrault, ill. and trans. by Marcia Brown (Scribner's); One Morning in Maine by Robert McCloskey (Viking); Ape in a Cape by Fritz Eichenberg (Harcourt); The Storm Book by Charlotte Zolotow, ill. by Margaret Bloy Graham (Harper); Five Little Monkeys by Juliet Kepes (Houghton)

1952 Finders Keepers by Will, ill. by Nicolas (Harcourt) Honor Books: Mr. T. W. Anthony Woo by Marie Hall Ets (Viking); Skipper John's Cook by Marcia Brown (Scribner's); All Falling Down by Gene Zion, ill. by Margaret Bloy Graham (Harper); Bear Party by William Pène du Bois (Viking); Feather Mountain by Elizabeth Olds (Houghton)

1951 The Egg Tree by Katherine Milhous (Scribner's) Honor Books: Dick Whittington and His Cat by Marcia Brown (Scribner's); The Two Reds by Will, ill. by Nicolas (Harcourt); If I Ran the Zoo* by Dr. Seuss (Random); The Most Wonderful Doll in the World by Phyllis McGinley, ill. by Helen Stone (Lippincott); T-Bone, the Baby Sitter by Clare Newberry (Harper)

1950 Song of the Swallows by Leo Politi (Scribner's) Honor Books: America's Ethan Allen by Stewart Holbrook, ill. by Lynd Ward (Houghton); The Wild Birthday Cake by Lavinia Davis, ill. by Hildegard Woodward (Doubleday); The Happy Day* by Ruth Krauss, ill. by Marc Simont (Harper); Bartholomew and the Oobleck* by Dr. Seuss (Random; Henry Fisherman by Marcia Brown (Scribner's)

1949 The Big Snow by Berta and Elmer Hader (Macmillan) Honor Books: Blueberries for Sal by Robert McCloskey (Viking); All Around the Town by Phyllis McGinley, ill. by Helen Stone (Lippincott); Juanita by Leo Politi (Scribner's); Fish in the Air by Kurt Wiese (Viking)

1948 White Snow, Bright Snow by Alvin Tresselt, ill. by Roger Duvoisin (Lothrop) Honor Books: Stone Soup by Marcia Brown (Scribner's); McElligot's Pool by Dr. Seuss (Random); Bambino the Clown by George Schreiber (Viking); Roger and the Fox by Lavinia Davis, ill. by Hildegard Woodward (Doubleday); Song of Robin Hood ed. by Anne Malcolmson, ill. by Virginia Lee Burton (Houghton)

1947 The Little Island by Golden MacDonald, ill. by Leonard Weisgard (Doubleday) Honor Books: Rain Drop Splash by Alvin Tresselt, ill. by Leonard Weisgard (Lothrop); Boats on the River by Marjorie Flack, ill. by Jay Hyde Barnum (Viking); Timothy Turtle by Al Graham, ill. by Tony Palazzo (Welch); Pedro, the Angel of Olvera Street by Leo Politi (Scribner's); Sing in Praise: A Collection of the Best Loved Hymns by Opal Wheeler, ill. by Marjorie Torrey (Dutton)

1946 The Rooster Crows (traditional Mother Goose)ill. by Maud and Miska Petersham (Macmillan) Honor Books: Little Lost Lamb by Golden MacDonald, ill. by Leonard Weisgard (Doubleday); Sing Mother Goose by Opal Wheeler, ill. by Marjorie Torrey (Dutton); My Mother is the Most Beautiful Woman in the World by Becky Reyher, ill. by Ruth Gannett (Lothrop); You Can Write Chinese by Kurt Wiese (Viking)

*1945 Prayer for a Child by Rachel Field, ill. by Elizabeth Orton Jones (Macmillan) Honor Books: Mother Goose ill. by Tasha Tudor (Walck); In the Forest by Marie Hall Ets (Viking) Yonie Wondernose by Marguerite de Angeli (Doubleday); The Christmas Anna Angel by Ruth Sawyer, ill. by Kate Seredy (Viking)

1944 Many Moons by James Thurber, ill. by Louis Slobodkin (Harcourt) Honor Books: Small Rain: Verses from the Bible selected by Jessie Orton Jones, ill. by Elizabeth Orton Jones (Viking); Pierre Pigeon by Lee Kingman, ill. by Arnold E. Bare (Houghton); The Mighty Hunter by Berta and Elmer Hader (Macmillan); A Child's Good Night Book* by Margaret Wise Brown, ill. by Jean Charlot (Scott); Good Luck Horse by Chin-Yi Chan, ill. by Plao Chan (Whittlesey)

1943 The Little House by Virginia Lee Burton (Houghton) Honor Books: Dash and Dart by Mary and Conrad Buff (Viking); Marshmallow by Clare Newberry (Harper)

*1942 Make Way for Ducklings by Robert McCloskey (Viking) Honor Books: An American ABC by Maud and Miska Petersham (Macmillan); In My Mother's House by Ann Nolan Clark, ill. by Velino Herrera (Viking); Paddle-to-the-Sea by Holling C. Holling (Houghton); Nothing at All by Wanda Gág (Coward)

1941 They Were Strong and Good by Robert Lawson (Viking) Honor Book: April's Kittens* by Clare Newberry (Harper)

1940 Abraham Lincoln by Ingri and Edgar d'Aulaire (Doubleday) Honor Books: Cock-a-Doodle Doo by Berta and Elmer Hader (Macmillan); Madeline* by Ludwig Bemelmans (Viking); The Ageless Story ill. by Lauren Ford (Dodd)

1939 Mei Li by Thomas Handforth (Doubleday) Honor Books: The Forest Pool by Laura Adams Armer (Longmans); Wee Gillis by Munro Leaf, ill. by Robert Lawson (Viking); Snow White and the Seven Dwarfs by Wanda Gág (Coward); Barkis by Clare Newberry (Harper); Andy and the Lion by James Daugherty (Viking)

1938 Animals of the Bible by Helen Dean Fish, ill. by Dorothy P. Lathrop (Lippincott) Honor Books: Seven Simeons by Boris Artzybasheff (Viking); Four and Twenty Blackbirds by Helen Dean Fish, ill. by Robert Lawson (Stokes)

b) The Kate Greenaway Medal is given by the British Library Association for the most distinguished illustrations in children's books published in the United Kingdom during the preceding year. Best choices for your baby are starred. The year cited in the listing that follows is the year in which a book was published, not the year in which the honor was bestowed.

1975 Horses in the Battle by Victor Ambrus, Oxford
Mishka by Victor Ambrus, Oxford
1974 The Wind Blew, by Pat Hutchins, Bodley Head
*1973 Father Christmas by Raymond Briggs (Coward)
*1972 The Woodcutter's Duck by Krystyna Turska (Hamilton)
1971 The Kingdom under the Sea by Jan Pienkowski (Cape)
*1970 Mr. Gumpy's Outing by John Burningham (Cape)
1969 The Quangle-Wangle's Hat by Edward Lear, ill. by Helen Oxenbury (Heinemann); Dragon of an Ordinary Family by Margaret Mahy, ill. by Helen Oxenbury (Heinemann)
1968 Dictionary of Chivalry by Grant Uden, ill. by Pauline Baynes (Longmans)
1967 Charlie, Charlotte & the Golden Canary by Charles Keeping (Oxford)
*1966 Mother Goose Treasury by Raymond Briggs (Hamilton)
1965 Three Poor Tailors by Victor Ambrus (Hamilton)
1964 Shakespeare's Theatre by C. W. Hodges (Oxford)
1963 Borka by John Burningham (Cape)
*1962 Brian Wildsmith's ABC by Brian Wildsmith (Oxford)
1961 Mrs. Cockle's Cat by Philippa Pearce, ill. by Antony Maitland (Longmans)
1960 Old Winkle and the Seagulls by Elizabeth Rose, ill. by Gerald Rose (Faber)
1959 Kashianka and a Bundle of Ballads by William Stobbs (Oxford)
1958 No Award
1957 Mrs. Easter and the Storks by V. H. Drummond (Faber)
1956 Tim All Alone by Edward Ardizzone (Oxford)
1955 No Award

(c) The Hans Christian Andersen Award is given biennially by the International Board on Books for Young People in recognition of an entire body of work.

1976 Tatjana Mawrina (USSR)
1974 Farshid Nesghali of Iran
1972 Ib Spang Olsen of Denmark
1970 Maurice Sendak of the U. S. A.
1968 Jiri Trnka of Czechoslovakia
1966 Alois Carigiet of Switzerland

MOTHER GOOSE BOOKS

3-4
Anglund, Joan Walsh, illustrator. In a Pumpkin Shell.
Harcourt, 1960.
Bright pictures illustrate traditional rhymes. This volume is good for two to four's.

3-4
Aurelius Battaglia, illustrator
Random House, 1973.
This is a small book containing the best-known nursery rhymes. The illustrations are unique and show moods and feelings.

3-4
Briggs, Raymond. Mother Goose Treasury.
Coward, 1964.
A collection of all the old favorites: Tommy Tucker, Little Miss Muffet, The Star, etc. The illustrations are colorful and attractive. Many of the verses contain little fruits of wisdom:

> Punctuality
> First in the carriage
> Second in a gig
> Third on a donkey
> And fourth on a pig

Brooke, Leslie, illustrator. Ring O' Roses. Warne, 1923.
This is a perennial favorite. The illustrations are amusing.

3-4
Seymour Chwast, illustrator. The Flip Flap Mother Goooooose-a Push Pin Book.
Random House, 1972.
The pages pull out to illustrate more of the rhyme. For example one page is a pie, but when pulled shows the four and twenty blackbirds.

de Angeli, Marguerite. Book of Nursery and Mother Goose Rhymes.
Doubleday, 1954.
The 376 rhymes are illustrated in soft watercolors. A good book for the family.

4-5
Tony Frissell's Mother Goose. Harper and Bros., 1948.
In this volume photographs of children and animals illustrate the rhymes.

Lines, Kathleen. Lavender's Blue. Watts, 1954.
This is a comprehensive Mother Goose with an English flavor.

4
Parsons, Virginia illustrator (Shiela Waters calligraphy) Animal Parade.
Doubleday, 1970.
This little book contains lesser-known rhymes and is illustrated in medieval fashion. This would be a good second Mother Goose for the child who knows the usual rhymes.

4-5
Arthur Rackham, illustrator. Mother Goose-Nursery Rhymes. Franklin Watts, 1969.
An old-fashioned Mother Goose book for the child who enjoys detailed drawings. Full color plates of Rackham's work are placed throughout the book. The details are lovely. For example the Spider in Little Miss Muffet doffs his hat.

2-6
Richard Scarry's Mother Goose. Golden Press, 1972.
A reasonably-priced vividly illustrated book of the most commonly-known nursery rhymes. This could be used with ones and twos.

2-4
Rojankovsky, Feodor, illustrator. The Tall Book of Mother Goose. Harper, 1966.
One hundred old favorites in unusual format with bold illustrations present one of the most favored of books of nursery rhymes.

Tengren, Gustav. The Tengren Mother Goose Book. Little, 1956.

Tudor, Tasha, illustrator. Mother Goose. Walck, 1944.
Seventy-seven nursery rhymes with colored illustrations.

Julian Wehr, illustrator. The Animated Mother Goose. Grosset and Dunlap, 1962.
Three pages have Mother Goose rhymes with moveable parts; and the rest of the pages are in simple black and whites and one color illustration.

Wright Blanche Fisher, illustrator. The Real Mother Goose. Rand, 1965.
This is a Golden anniversary edition and is reasonably priced and has a wide selection of favorites.

VOLLAND
Grover, Eulalie Osgood, ed. (illustrator Frederick Richardson) Mother Goose: The Classic Volland Edition. Hubbard, 1971 (First published in 1915)
This is a standard classic and very popular.

MULTI-CULTURAL BOOKS

4
Adoff, Arnold. (Emily McCully, ill.) Black is Brown is Tan. Harper, 1974.
Mother is black and Daddy is white. The love of parents and children shows a beautiful picture of a family that is all colors.

3
Bel Geddes, Barbara. So Do I. Grossett and Dunlap, 1972.
Delicate drawings illustrate the meaning of "So do I". One little creature likes to do certain things and so does another. This could be considered a first book in understanding that the color one one's body does not make any difference to what one is as an individual. The first creature is white and the second is gray, but the both like to do the same things. At the end of the story they become friends.

3-4
Caines, Jeannette Franklin. Abby. Harper, 1974. Stephen Kellogg, illust).
An adopted black child learns about her adoption in a special way.

4
Clifton, Lucille. (Evaline Ness, illustrator) Some of the Days of Everett Anderson. Holt, Rinehart and Winston, 1970.
The actions and feelings of Everett Anderson, a black boy, in his actions on Monday and Tuesday and each day of the week are illustrated by poems and three-color line and wash drawings.

NEW BABIES

3-4
Alexander, Martha. Nobody Asked Me if I Wanted a Baby Sister. Dial Press, 1971.
This is a small book with few words illustrating a little boys dilemma at having a rival baby sister in the house. His attempts to give her away help him to see that baby sisters may be all right after all.

4
Andry, Andrew C. and Suzanne C. Kratka. Hi, New Baby! Simon & Schuster, 1970.
The pictures in this book will help a child learn about a new baby. The language is too difficult to read to a young child, but the pictures are descriptive.

ADJUSTMENT - 3-4
Borack, Barbara. (Anita Lobel, illustrator) Someone Small. Harper and Row, 1969.
A little girl won't accept her new baby sister and her parents gave her a bird to love. Gradually the baby and the bird grow and the little girl discovers that a baby sister is nice after all.

3-4
Keats, Ezra Jack. Peter's Chair. Harper, 1967.
Peter's jealousy over a new baby is aptly portrayed in a simple story line and collage pictures by author-illustrator Keats. The need for a child to find security in something that is really his own is treated sympathetically.

3-4
Simon, Norma. (Adrienne Adams, illustrator) The Baby House.
L. B. Lippincott, 1955.
Simple pictures in charcoal and two color-tones depict all the babies that have come into a little girl's life: four cats, seven puppies and one baby brother.
This story could be used to introduce a child to a new baby in the family.

NO WORDS IN THESE BOOKS

2-3
Alexander, Martha. Out Out Out. The Dial Press, 1968.
This is a little book with no words so that the child and the parent must make up the story about a pigeon that comes into the house.

3
Carroll, Ruth. What Whiskers Did? Walck, 1965.
A little dog chases some rabbits, then he is chased and must seek refuge in the same hole where his former victims hid.

2-4
Godall, John S. The Midnight Adventures of Kelly, Dot and Esmerelda.
N. Y., Atheneum, 1972.
This is done in lovely color and amny of the plates are in half pages, which when opened show the action. The story is of a koala bear and a doll and mouse named Esmerelda who live in a nursery, but step into a picture on the wall and have delightful adventures in the land of the picture.

3-4
Mayer, Mercer. Frog on His Own. Dial Press, 1973.
In this story with no words, a little boy takes a bucket of frogs to the park. One gets away and has many adventures before he is caught.

3
Mayer, Mercer and Marianna Meyer. Mine! Simon and Schuster, 1970.
Black and white sketches and a few words illustrate the story of a little boy learning "what is mine and what is yours."

3-4
Mayer, Mercer. The Great Cat Chase. Four Winds Press, 1974.
A long suffering cat is dressed up like a baby, but escapes. Mercer Mayer's humour and fine drawings have produced a book that should become much-loved.

3-4
Ueno, Moriko. Elephant Buttons. Harper, 1973.
There is a surprise on every page. From each stuffed animal, emerges another.

ONE-YEAR-OLD BOOKS

12 mos.
Cameron, Elizabeth. The Big Book of Real Trucks. Grossett & Dunlap, 1950.
This has been a best-seller for years. Your baby will squeal with delight over the wonderful trucks.

14 mos. - 2
Chandoha, Walter. A Kitten for You. World Publishing, 1967.
The beautiful simplified photographs of a kitten at play are supplemented with questions for the parent to ask. This is a good book for the baby who is learning to identify photographs as related to things in the world of reality.

14 mos. - 2
Chandoha, Walter. A Puppy for You. World Publishing, 1967.
A companion volume to A Kitten for You. The pictures of baby dogs are most attractive.

1-3
Emberley, Barbara. (Ed. Emberly, illustrator) Drummer Hoff. Prentice Hall, 1967. From the vibrantly-hued woodcuts of Drummer Hoff firing a cannon, to the delightful rhythms that march in military precision across each pate, this 1968 Caldecott award book is filled with fascination for all young children.

12 mos. - 18 mos.
Hertz, Grete Janus. Teddy. (Roger Duvoisin, illustrator) Lothrop, Lee and Shepard Co, 1964.
This is one of the rare books for the one to two-year old. It is a tiny book. The pictures of Teddy are simple and so is the story line.

Here is Teddy
He is brown
Teddy has a pair of trousers

18 mos.
Kaufman, Joe. Words. Golden Press, 1968.
This book has sturdy pages and is marvellous for naming all the ordinary things a baby sees: parts of the body, articles of clothing, furniture and animals.

18 mos. - 3
Kraus, Robert. Milton the Early Riser. E. P. Dutton and Co., 1972.
(Jose and Ariane Aruego, illustrators)
Large page pictures in full color illustrate what Milton did before everyone else awoke. Children who have a toy Panda bear or who have seen the panda at the National zoo will enjoy Milton.

12 Mos. - 20 mos.
Matthiesen, Thomas. Things to See. The Platt and Munk Co., 1966.
This is a child's world of familiar objects. Large photos show items such as a comb and brush, an orange, and a ship. This is an ideal first book for naming and talking about familiar things.

18 mos. - 2
Rojankovsky Feodor. Animals on the Farm. Alfred A. Knopf, 1967.
This is a companion volume to Animals in the Zoo; however Animals on the Farm is not an ABC book and the illustrations make it an ideal book for the youngest child.

12 mos. - 3
Scarry, Richard, Fun with Words. Golden Press, 1971.
This is another "must" book for children at the naming stage. It may be used with beginning reader as well.
The first part of the book has many areas of life--At the Airport--At the Supermarket--At the Zoo. The second half of the book has a story book dictionary that is more attractively developed than Scarry's Storybook Dictionary.

18 mos. - 3
Scarry, Richard. Richard Scarry's Storybook Dictionary. Golden Press, 1966.
This is a dictionary of words with a story and a picture to illustrate each word. It includes many words that are often difficult to explain in simple terms. For example: E: each early, earth, easy, either, else, empty, end.

18 mos.
Williams, Garth. Baby's First Book. N.Y. Golden Press, 1955.
A lovely book of "little things to delight your baby."

1-2
Kuskin, Carla. The Animals and the Ark. Harper and Brothers, 1958.
Fine line drawings and story in verse present the animals and Noah in a way the youngest child can comprehend. Children will enjoy naming all the animals.

1-2
Massie, Diane Redfield. The Baby Beebee Bird. Harper and Row, 1963.
Strikingly designed illustrations tell the story of the Beebee bird who keeps all the animals at the zoo awake at night. Finally the animals keep the bird awake all day and he learns to sleep at night.

> "Nighttime is really best for sleeping
> Especially for very little birds."

1-2
________________________. Tiny Pin. Harper and Row, 1964.
Tiny Pin, a baby porcupine, won't go anywhere without his mother. One day he discovers that friends are wonderful and learns to play with them instead of depending on his mother.

1-2
MacDonald, Golden (Margaret Wise Brown) (Weisgard, illustrator) Whistle for the Train. Doubleday, 1956.
A busy little train whistles everything out of its way from children to a bumblebee. It helps to satisfy the young child's interest in trains.

3-2
Memling, Carl. Hi All You Rabbits. (Myra McGee, illustrator) Parents' Magazine Press, 1970.
Delicate water color pictures illustrate the answers to many questions:

> Hi all you horses. What do you do?
> Hi all you sheep. What do you do?

Your child will enjoy finding the answers to the questions.

1-2-3
Memling, Carl. What's in the Dark? (Virginia Carten, illustrator) Abelard-Schuman, 1954.
What's in the dark after you go to bed? Why--your bookcase, your blocks, your drum, dogs sleeping and cats sleeping.

1-2
Ross, Diana. (Ill. Nancy Innes). Nursery Tales. Faber. (England).

Note: All Faber and Puffin books obtainable from
Children's Book Center. 140 Kensington Church Street.
London, W8. England.

1-2
Scarry, Richard. Best Word Book Ever. Golden Press, 1963.
This is the first book that should be bought for a child. This is a treasury of bright pictures for naming all the things important in a baby's life. This is a "must" book in every child's library.

CLOTH AND BOARD BOOKS: BRIMAX BOOKS

One's
Brimax Books, 347U Cherry Hinton Road, Cambridge, England has some of the finest books for one and two year olds on the market. Some of these are:

The Show Baby Series: Mealtime, Playtime, Bathtime, Bedtime.
These are board books and are laminated and may be sponged clean. They are specifically designed and illustrated to enable the 1-2 year-old to relate and identify with familiar objects.

One's
First Step Object Lesson Board Books: My Playbox, My First Book.
These have laminated covers and show objects familiar to 1-2's.

Panorama Books: Animal Toyland, Farmyard, Open and Look.
These are laminated and the heavy pages are acordion-pleated and open right up. These are ideal for a first book.

2-3
Brimax Books suitable for 2's and 3's that may be found in American book shops are:
The Teddy Bear Board Book Series: Fun with Toys, Fun at the Beach Fun at a Party, Fun in the Park.
These are simple stories of a teddy bear and his adventures.

2
The Ching and Dandy Series: Ching and Dandy meet the Croak Frog, Ching and Dandy meet Dizzy Duckling, Ching and Dandy meet the Wasps
These brightly-colored books are about an adorable dog and a Siamese cat.

2
The Mini Series: Teddy's Party, Toys We Love, Forest Friends
These are tiny books about six inches square that children love to own and hold. They are board books and sturdy for 2's and 3's.

CLOTH AND BOARD BOOKS: GOLDEN PRESS

Golden Press has many fine cloth books for a baby. Some of these are: Things that Go, My Puppy, Baby Says Hi, Nursery Rhymes, Mother Goose, My Animal Babies, Baby's Toys.

STURDY BOOKS
Golden Press: These are strong and for the baby: Baby Wild Animals A-Z, My Friend, The Me Book.

TOUCH AND FEEL BOOKS
Golden Press has Pat the Bunny, Richard Scarry's Mistress Mouse, Richard Scarry's Egg in the Hole, The Touch-Me Book, Who Lives Here?, Look! Look!, Mommy's Pocketbook.

CLOTH AND BOARD BOOKS: HUBBARD PRESS

1
Touch and Tell Circus.
In this beginning book made of board the child can touch the leathery ear of an elephant, feel the bars of a cage, feel the fur of a tiger, and touch the smooth red nose of a clown.

1
Cloth Books:
Hubbard Press: Animals, Baby's Book, Nursery Rhymes, What Can Baby Do? Play with Us, Farm Friends, Pets, Playtime.

1
Chunky Books.
Simple board books that are sturdy for the baby's first books. Some of the titles are: My Kitten, My Puppy, My Hamster, My Teddy Bear.

PLAYTIME BOOKS

4-5
Alexander, Martha. Maybe a Monster. Dial Press, Inc., 1968.
A fanciful tale of a little boy who wishes to trap a monster and makes a huge cage in which to keep it. The marvellous drawings will elicit much comment from your child.

3-4
Alexander, Martha. We Never Get to Do Anything. Dial Press, 1970.
Few words and illustrative pictures show a little boy's determination to do something interesting even though his mother is too busy. His new sandbox and a rainy day help to relieve his boredom. This is a little book in square format.

4
Battles, Edith. (Rosalind Fry, Ill.) One to Teeter Totter. Whitman, 1974.
An adorable book in which Jeffrey, new to the neighborhood, discovers that a teeter-totter must have two playmates for fun.

2-4
Lionni, Leo. Alexander and the Wind-Up Mouse. Pantheon, 1969.
Large collage pictures illustrate the story of Alexander, the mouse who wished to be a wind-up toy bear. Through the magic of a colorful lizard he gains a new friend. The animal pictures are so delightful, you may want to make some stuffed toys like them—especially the lizard and Alexander.

2-3
Mayers, Patrick. (Lucy Hawkinson, Ill.) Just One More Block. Whitman, 1970.
Simple pictures tell the story of a little boy building with blocks. His problems arise when others keep knocking his blocks down.

CONCEPT 2-3
Rockwell, Anne and Harlow. Head to Toe. Doubleday, 1973.
This is an ideal book to enable parents and children to talk about what they see. The bright pictures pose many questions that will develop a child's powers of reasoning. For example, on a page filled with tails it says: "Find the tail whose mouth says 'Quack' and the one that fits on a tiger's back."

3-4
Simon, Norma. Elly, the Elephant. (Stanley Bleifeld, illustrator)
St. Martin's Press, 1962.
Pale green and yellow pages and pen and ink drawings illustrate what it is like to have a loved toy elephant in the house. You may want to sing some of Elly's songs.

4-5
Simon, Norma. Rain, Rain, Rivers. Farrar, 1969.
A little girl sits in her bedroom and her imagination takes her to places where the rain may be falling. This is suitable for the child of 4-5 who is beginning to use his imagination.

POETRY BOOKS

All Ages
Arbuthnot, May Hill and Shelton Root., Jr., eds. Time for Poetry, 3rd ed.
Scott Foresman, 1968.

2-adult
De La Mare, Walter. (Barbara Cooney, illustrator) Poems for Children.
Holt, 1961.
Many of these delightful poems may be read to the youngest child.

2-5
Doane, Pelagie. (illustrator and editor) A Small Child's Book of Verse.
Henry Z. Walch, Inc., 1948.
A delightful poetry book with many poems that could be read to a child 20 months to 4 years.

3-5
deRegniers, Beatrice Schenk. (Irene Haas, illustrator) Something Special
Harcourt, Brace & Co., 1958.
A special book with special ideas and special sounds to read to 3-5's.

All Ages
Ferris, Helen, ed. Favorite Poems Old & New. Doubleday, 1957.
A good collection for all ages with a wide selection of themes.

4-5
Fisher, Aileen, L. (Lillian Hoban, illustrator) In One Door and Out the Other. Thomas Y. Crowell,
These are poems written from a child's point of view and would be understood by four-year-olds.

4-6
Jacobs, Leland B., ed. (Edward Malsberg, illustrator) Funny Bone Ticklers in Verse & Rhyme. Champaign, Illinois. Garrara Publishing Co., 1973.
Comical pictures and comical verse should be read by a father to his four year old son or daughter.

4-6
Jacobs, Leland, B. Jacobs, ed. (Tomie de Paola illustrator) Champaign, Illinois; Garrard Publishing Co., 1968.
A companion volume to Funny Bone Ticklers.

4-8
Hopkins, Lee Bennett, ed. (Harold James, illustrator) I Think I Saw A Snail. Crown Publishers, 1969.
Inner city poems that would delight a four-year-old. Poems about playing in the spring, falling snow and skyscrapers. Large full page drawings vividly express moods.

4-5
Langstaff, John. Over in the Meadow. (Feodor Rojankovsky, illustrator) Harcourt Brace Jovanovich, 1957.
Gay happy drawings illustrate the rhyme:

Over in the meadow
in the sand in the sun
Lived an old mother turtle and
her little turtle one.

The music to the verse is included. Your child will soon be able to sing or recite this poem as the pages are turned. This is a book to read and reread.

Lear, Edward. (Edward Gorey, illustrator) The Jumblies. Addison Wesley Pub. Co., 1968.
If parents enjoy Edward Lear, then the comical rhyme of the Jumblies may be read to any age group. An enjoyable rhythmical experience for the very young.

3-6
Livingston, Myra Cohn, ed. (Trina Schart Hyman, illustrator) Listen, Children, Listen. Harcourt Brace Jovanovich, Inc., 1972.
An Anthology of Poems for the very young. A tiny book with little poems to read to 3-6's.

2-Adult

Milne, A.A. Now We are Six. Dutton, 1927.

Milne, A.A. When We Were Very Young. Dutton, 1924.
These two delightful volumes are a must in any pre-school library. The poems have become classics and have a universal appeal to children as well as to their parents.

2-5

Reed, Gwendolyn ed. (Peggy Owens Skillen, illustrator) Songs the Sandman Sings. Antheneum, 1969.
All the old favorites and many new lullabies. Strong cheery black and white illustrations. Good to read.

Stevenson, Burton Egbert, ed. The Home Book of Verse for Young Folks. Holt Rinehart & Winston, 1953.
This anthology has a wide variety of poems for all ages.

3-6

Stevenson, Robert Louis. A Child's Garden of Verses. (Brian Wildsmith, illustrator) Franklin Watts, 1966.
This book is one that may be used to introduce your baby to the rhythmical beauty of R.L. Stevenson. However, complete understanding of Stevenson doesn't occur until five or six years of age.
Some of Stevenson can be read to very young children and they will enjoy the rhymes immensely.

__________________. (Gyo Fujikawa, illustrator) A Child's Garden of Verses. Grosset and Dunlap, 1964.
Three tiny books in a case have exquisite detailed drawings. They present some of the author's best poems under titles such as: Play Time, Travel Time, Bed Time.

Untermeyer, Louis, ed. (Reginald Birch, illustrator) Rainbow in the Sky. Harcourt Brace & World Inc., 1964.
An anthology useful for the home library.

RELIGIOUS BOOKS FOR THE YOUNG CHILD

Each of the major religious denominations in the United States has a number of books for parents and children related to religious educational needs. The following listings are suggestions for parents from various denominations and should prove useful to parents wishing to know which books of a religious nature are recommended by their church bodies.

Baptist Churches[1]

Listings may be obtained from Educational Ministries. ABC Valley Forge, Pa. Some of the books listed in Books for Young Children an article in the Baptist Leader, May 1974 are:

World Council of Christian Education and Sunday School Association. Away In the Manger. Thomas Nelson and Sons, 1963.

Fitch, Florence. A Book About God. Lothrop, Lee and Shephard Co., 1953.

Fraser, Edith. A Boy Hears About Jesus. Abingdon Press, 1965.

Anglund, Joan Walsh. Christmas is a Time of Giving. Harcourt Brace and Jovanovich Inc., 1961.

Keeping, Charles. The Christmas Story. Franklin Watts Inc., 1969.

Hogan, Bernice. A Small Green Tree and a Square Brick Church. Abingdon Press, 1967.

Lloyd, Mary Edna. Glad Easter Day. Abingdon Press, 1961

The World Council of Christian Education and Sunday School Association. In the Beginning. Thomas Nelson and Sons, 1965.

Jones, Mary Alice. Tell Me About Christmas. Rand McNally and Co., 1958.

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[1] Suggested by Linda Isham, Director, Department of Ministry with Children. Educational Ministries, ABC Valley Forge, Pennsylvania.

CATHOLIC[1]

Awakenings: Pre-School. Paulist Press, 1973.
Other materials: Parent Guidebook.

A Sense of Me. Child/Parent Kit for 4 yr. olds.

A Sense of Us. Child/Parent Kit for 5 yr. olds.

Growing to Wonder. A Handbook for parents.

For You and Me. Pre School, Sadlier.

Happy Together. Mary Colling. Mine Publ. Minn. Minn., 1972.
A packet of 30, four-age units for 3-5's. Montessori base; ecumenical oriented. Pupil packet. This is meant to help child sense of loving God who wants children to be joyful.

Jesus Story. Pre school. Winston

Joy Series. Winston Press.

Pre-School Manual: First Steps with Jesus. CCD Religious Education Office.
Philadelphia, Pa.

Catholic Preschool News. Catholic Preschool Assn. Michigan. Frank W. Martin. ed.
This journal is published four times a year.

Workshop Proceedings. National Catholic Preschool Assoc. NCPA. Michigan, 1970.

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[1] Suggested by Rev. Joseph B. Collins, consultant to National Center of Religious Education, 1312 Mass. Av. N.W. Washington, D.C., 1974.

CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS[1]

Bickerstaff, George. (Susan Alder, illustrator) Before I Was Born. Salt Lake City, Utah: Bookcraft, 1966.

Barnes, Kathleen H. and Virginia H. Pearce. (Don O. Thorpe, photographer) Sacrament Time. Salt Lake City, Utah: Deseret Book Company, 1973.

Barnes, Kathleen H. and Virginia H. Pearce. Testimony. Salt Lake City, Utah: Deseret Book Company, 1974.

Larson, Douglas J. (Gary Kapp, illustrator) I am a Child of God. Salt Lake City, Utah: Bookcraft, 1971.

Lund, Jane. (Lund and Don McDermond, illustrators). Stories of the Bible for L.D.S. Children. Salt Lake City, Utah: Bookcraft, 1973.

Lund, Jane E. Stories of Jesus for L.D.S. Children. Salt Lake City, Utah: Bookcraft, 1964.

Merrell, Karen Dixon. (Gary Kapp, artist) Baptism. Provo, Utah: Brigham Young University Press, 1970.

Merrell, Karen Dixon. (Jerry Thompson, illustrator) Joseph Smith. Provo, Utah: Brigham Young University Press, 1971.

Merrell, Karen Dixon. Prayer. (Dick Brown, Gary Kapp and Bob Reese, illustrators). Provo, Utah: Brigham Young University Press, 1964.

Merrell, Karen Dixon. (Dick Brown, Gary Kapp and Bob Reese, illustrators). Tithing. Provo, Utah: Brigham Young University Press, 1966.

Zollinger, Camma Larsen. (William Kuhre, illustrator) Sacrament, Salt Lake City, Utah: Bookcraft, 1973.

Magazine: Friend. 50 East North Temple Street, Salt Lake City Utah.

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[1] Suggested by Ruth W. Thomson, Child Correlation Committee for the Church of Jesus Christ of Latter-Day Saints, Salt Lake City, Utah, 1974.

JEHOVAH'S WITNESSES[1]

The Bible.

Listening to the Great Teacher. Watch Tower Bible and Tract Society. New York: 117 Adams Street Brooklyn New York, 1971.

The Watchtower. Watch Tower Bible and Tract Society, New York.

Parents should utilize specific issues of the Watchtower such as February 15, 1972 and September 15, 1973.

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[1] Suggested by the Watch Tower Bible and Tract Society, 1973.

JEWISH

United Synagogue[1]

The United Synagogue Commission publishes a manual for parents, Parent Education Program* that contains an excellent outline for teaching school-age children. Some of the suggested books for the very young are:

Cone, Molly. About God. UAHC.

Rothberg, Abraham. Let's Talk about God. Behrman.

Brichte, Mira. The God Around Us. Union of American Congregations.

Shapp, Martha and Charles. Let's Find Out About Jewish Holidays. Franklin Watts.

Miyoshi, Sekiya. Singing David. Franklin Watts.

Miller, Albert G. David and Goliath. Random House.

Shulevitz, Uri. Runaway Johnah and Other Stories. Macmillan.

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[1] Suggested by Morton Siegel, executive secretary United Synagogue of America.

* Parent Education Committee. 218 East 70th Street, New York City.

LUTHERAN

Fletcher, Sarah. (Don Kuecker, illustrator). My Bible Story Book. Concordia Publishing House, 3558 S. Jefferson Avenue, Sant Louis, Missouri.
A dramatic magnificently-colored book with very short stories for the youngest child's understanding.

Greene, Carol. (Joe Szeghy, illustrator) The Dancing Bear and Other Stories. Saint Louis, Missouri: Concordia Publishing House.
Modern day fables about friendship and selfishness are illustrated in fanciful full-color drawings that will delight.

Green, Carol. (Jack Glover, illustrator) God's My Friend. Saint Louis, Missouri: Concordia Publishing House.

Marxhausen, Joanne. (Benjamin Marxhausen, illustrator) 3 In One: A Picture of God. Saint Louis, Missouri: Concordia Publishing House.
Three persons in one God? That's hard to believe until a child sees it like an apple Father/Son/Spirit: peel/flesh/core. Told in bold color, this is an unusual book.

Plattertales. Saint Louis Missouri: Concordia Publishing House.

A record and storybook with the following titles: Say and Do Thanks, Bushy-Tailed Helper, The Little King and All, The Valley that Didn't Wake, Lester the Jester, and Conrad the Cobbler.
The stories are very colorful and have religious themes.

LUTHERAN CHURCH IN AMERICA[1]

Johnson, Lois Walfrid. Aaron's Christmas Donkey. Augsburg Publishing House Minneapolis.
This is a Christmas story which makes use of the concept of self esteem. For 3's.

Eckblad, Edith. Soft as the Wind. Augsburg Publishing House, Minneapolis.
Helps a child to become aware of soft things. For 3's.

Woodard, Carol. The Very Special Baby. It's Nice to Have a Special Friend. The Wet Walk. Four is for Birthday. Fortress Church Supply Stores, Ogukadekogua,
These are for the Sunday School and were designed for 3's.

Zimmerman, Elenor. All Around Me. Fortress, Philadelphia.

Inselee, Joseph. God Loves You. Fortress, Philadelphia.

Becker, Pat. The Apple Tree. Fortress, Philadelphia.

Inslee, Joseph. I Can. Fortress, Philadelphia.

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[1] Suggested by Ruth M. Swanson. Ohio Synod Lutheran Church in America. 1233 Dublin Road. Columbus, Ohio.

METHODIST[1]

Woodard, Carol. *A Very Special Baby*. Fortress Press.

Jones, Mary Alice. *My First Book About Jesus*. Rand McNally.

Jones, Mary Alice. *Me, Myself and God*. Rand McNally.

Tudor, Tasha. *And It Was So*. Westminister.

Jones, Jessie Orton (chosen by) *Small Rain*. Viking.

McCaw, Mabel N. *I Know What Love Is*. Broadman

Roorbach, Harriet. *I Learn About Sharing*. Abingdon.

Jones, Mary Alice. *God is God.* Rand McNally.

Jones, Mary Alice. *God Loves Me*. Rand McNally

Ward, Elaine. *A Big Book, Stories from the Bible*. Abingdon.

Alexander, Martha. (selected and illustrated) *Poems and Prayers for the Very Young*. Random House.

Periodicals: *Nursery II Storybooks*. *Nursery Days Storypapers*. United Methodist Church School Publications. 201 8 Ave. S. Nashville, Tennessee. These two periodicals are small colorful and expendable. They are the most useful the suthor surveyed of the religious books for 2's to 3's, and could be used with any denomination because they deal with basics such as God's love, the baby and his church and parents and babies talking to God.

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[1] Suggested by Miss Evelyn M. Andre, Editor, Nursery Materials Board of Discipleship, The United Methodist Church, 201 8th Ave. S. Nashville, Tenn.

PRESBYTERIAN

Write for lists to the Board of Christian Education, Presbyterian Church in the U.S., Box 1176, Richmond Virginia.

SEVENTH-DAY ADVENTIST[1]

All books listed are more suitable for 4's than 2's.

Ricchiuti, Paul B. Whose House Is It? Pacific Press Publishing Assoc., Mountain View, California.

____________________. I Found a Feather.

Taggart, George H. Jesus Cares for Me. Review and Herald Publishing Assoc. Washington, D.C.
Also in the series: Jesus Thinks of Me; Psalms for Tiny Tots. Three Vols.

Taggart, George H. Wonderful World of Animals. Review and Herald Publishing Assoc., Washington, D.C.
Others in the series: Wonderful World of Birds, Wonderful World of Flowers, and Wonderful World of Trees.

Woolsey, Raymond H. Tell-It-Again Series. Review and Herald.
The titles include: When the World Began, Too Much Water, Boy in a Basket Boat, Gideon and His 300, Swallowed by a Fish, A Night with the Lions, Shepherd Boy and the Giant, The First Christmas, Things Jesus Did, and The Darkest Day and the Brightest Night.

Curtis, Gladys. Jesus Needs Helpers. Review and Herald.

Our Little Friend. Pacific Press Publishing.
This is a weekly paper of 8 pages for three, four and five-year-olds. It contains a weekly bible story to study, many stories about children, poems and games and puzzles.

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[1] Suggested by Raymond H. Woolsey, Associate book editor of the Review and Herald Publishing Company, 1974.

THE UNITED PRESBYTERIAN CHURCH IN THE UNITED STATES OF AMERICA[1]

Meek, Pauline Palmer. John Knox Press, Richmond Va.
- Knock! Knock!
- All Day Long.
- The Broken Vase.
- Who is Debbie?
- Hop-Skip-Hop.
- God Sent His Son.

The magazine Alert published by the United Presbyterian Church USA in the August 1974 issue gives other book suggestions for parents. Some of these are:

- Jesus is Born. Augsburg Publishing House, 1967.
- Kiri and the First Easter. Arch Books Aloud with record.
- The Most Wonderful King. Arch Books Aloud with record.
- Zacchaeus. Kees de Kort. Augsburg Publishing House, 1970.

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[1] Suggested by Margaret MacNaughton, Associate for Earch Childhood Education. The Program Agency, 475 Riverside Drive New York, N.Y.

SEXUAL ROLES IN BOOKS

4-5
Brown, Margaret Wise. (Remy Charlip, illustrator) David's Little Indian. Young Scott Books, 1956.
This is a story about a boy and his little Indian doll and all the good times they have together. Often parents wish a boy could be given a doll to love and play with. Here is the answer-in little-boy-style.

FEMINIST - 4-5
Lasker, Joe. Mothers Can Do Anything. Whitman, 1974.
A book depicting all the things mothers can do from fixing pipes and teeth to conducting traffic and concerts. The paintings and drawings are confidence builders and are realistic.

BOYS - 2-4
Zolotow, Charlotte. (William Rene duBois, illustrator) William's Doll. Harper, 1972.
A very good book for parents of little boys. William wants a doll, but is given boys' toys. Finally an understanding grandmother gives him the greatest gift of all - a doll - for learning to love.

SCHOOL

3
Alexander, Martha. Sabrina. Dial Press, 1971.
Sabrina goes to nursery school and decides to change her name. This is a tiny book with tiny pictures for the tiniest child to enjoy.

Cohen, Miriam. Will I Have a Friend? Macmillan, 1967.
Two good stories for the child about to go to kindergarten. Will give insights into kindergarten and show that school is a place for friendships.

SLEEP AND LULLABY BOOKS

2-3
Aliki, (illustrator) Hush Little Baby. Prentice, 1967.
Words to an old lullaby are illustrated a line-at-a-time in softly-muted colors that look as if they were painted on birch bark.

"Hush little baby, don't say a word
Papa's gonna buy you a mockingbird
If that mockingbird don't sing
Papa's gonna buy you a diamond ring."

2-3
Brown, Margaret Wise. A Child's Good Night Book. (Jean Charlot, illustrator) William R. Scott, 1950.
Large, stylized drawings illustrate how all the animals go to sleep. This is an old-time bed-time favorite to put your child in a sleepy mood.

Brown, Margaret Wise. Goodnight Moon. (Clement Hurd, illustrator) Harper, 1947.
Wakefullness at bedtime will soon be overcome by the gently lulling words and the soothing illustrations. A small bunny bids goodnight to the familiar things in his room and gradually all the lights dim and go out.

4
Byars, Betsy. (Emily A. McCully, illustrator) Go and Hush the Baby. The Viking Press, 1971.
This true-to-life story shows the sensitive feelings of a child toward a new baby when he tries to "hush" the baby.

3-4
Cole, William. (Tomi Ungerer, illustrator) Frances Face-Maker. World, 1963.
Frances hates to go to bed, but daddy asks her to play a new game and going to bed is accepted.

2-3
Yolen, Jane. (illustrator, Susan Jeffers) All the Pretty Horses. Macmillan, 1974.
A little girl in a lullaby dreams of horses that prance and dance over her quilt. The drawings are softly colored and beautiful.

SONG BOOKS

Briggs and David Woodrofe. Nursery Songs and Finger Plays. Puffin, 1970.
A valuable collection of number rhymes, nursery songs and finger plays. Mothers, and teachers will find it a treasure-house of information.

Fifty Nursery Songs within the Range of Five Notes. Oceanside; N.Y.: Boosey and Hawkes.

Glass, Dudley. The Songs of Peter Rabbit. Frederich Warne, 1969.

Glazer, Tom. (Ron Himler, Ill.) Eye Winker, Tom Tinker, Chin Chopper: Fifty Musical Finger Plays. Doubleday, 1973.

Hall, Doreen (Orff-Schulwenk) Nursery Rhymes and Songs. Mainz: B. Schott's Sohne, 1961.

Knudsen, Lynne (ed.). (Jacqueline Tomes, Ill.) Lullabies from Around the World. Follett, 1967.

Landeck, Beatrice. Songs to Grow On. New York: E. B. Marks, 1972.

Moss, Jeffrey and Joe Raposo and Jon Stone. The Songs of Sesame Street. Children's Television Workshop, 1970.

McCall, Adeline. This is Music: For Kindergarten and Nursery School. Allyn and Bacon, 1966.

Music for Early Childhood. Silver Burdett, 1959. (Nelson and Tipton)

Paulson, Emilie. (L.J. Bridgman, Ill.) Finger Plays for Nursery and Kindergarten. Dover, 1973.

Richards, Mary Helen. Pentatonic Songs for Young Children. New York: Harper and Row, 1967.

Wessels, Kathryn Tyler. Golden Song Book. Golden Press, 1945.

Songs for Young Children:
Three note range: Hot Cross Buns, Merrily We Roll Along.
Four note range: Sally Go Round, A Hunting We Will Go.
Five Note range: Go Tell Aunt Rhody, Lightly Row, Sleep, Baby, Sleep, Mary Had a Little Lamb, Oats, Peas Beans and Barley Grow, Refrain of Jingle Bells.
Six note range: This Old Man, Baa Baa Black Sheep, Old MacDonald, London Bridge, Lovely Evening, Skip to my Lou, Good-bye My Lover Good-Bye, Pop Goes the Weasel, Hickory Dickory Dock, Looby Lou.

TWO-YEAR OLD'S BOOKS

2-3
Areugo, Jose. Look What I Can Do. Charles Scribner's Sons, 1971.
Simple pictures of a strange CARABAO and a friend show them playing "Look what I can do." The humorous situations are suitable for two and three year-olds. The story is told in pictures and a few pages are entitled "Look what I can do."

2-3
____________. The Country Noisy Book. (Leonard Weisgard, illustrator.) Harper, 1940.
The sounds of this book are made by country animals. The child supplies many of these as the story is read.

2-3
Brown, Margaret Wise. (Clement Hurd, illustrator) Runaway Bunny. Harper and Row, 1972.
A little bunny wants to run away, but decides not to when his mother tells him all the things she will do to find him. She will climb mountains and fish him out of streams. This is a cozy, comfortable book that would make a child, or a bunny, feel wanted.

2-3
Bornstein, Ruth. Little Gorilla. Seabury Press, 1976.
A story of love — "something happened ... Little Gorilla began to grow ... and Grow and Grow."

2
Chaffin, Lillie D. (Helga Aichinger, illustrator) Bear Weather. Macmillan, 1969.
This is a story in verse, about a baby bear and a mother bear who bed down for the winter and waken when the sap begins to run. The illustrations change from the frosty blues of winter to the earthy browns of spring.

Colwell, Eileen, (Judith Bledsloe, Ill.) Tell Me A Story.
Young Puffin Paperbacks. (England).

2-3
Cook, Bernadine, Looking for Susie. (Judith Shahn, illustrator). Young Scott Books, 1959.
Simple pictures in yellows and black tell of everyone looking for Susie. She is found in the barn loft with a mother cat and her four kittens. This story is suitable for two year-olds.

Eastman, Phyllip D. Are you My Mother? Random House, 1967.
A newly-hatched baby bird searches for its mother. It meets a kitten, a hen, a cow and a dog and has many adventures along the way.

2
Gipson, Morrell. (Clement Hurd, illustrator). Hello Peter. Doubleday and Company, 1948.
Simple pictures depict Peter's day. The story begins with:

> This is Peter, who is two years old,
> Just like you!
> Two feet, two hands, two eyes, two ears,
> Two years old.
> Hello Peter!

CONCEPTS - 2
Hoban, Tana. Shapes and Things. Macmillan Co., 1970.
This is a book of white shapes against a black background. Each page contains shapes of many things found in a child's everyday living: at the carpenter's bench--in the kitchen, etc. Parents need to ask "What is it?" This is an excellent book for naming things.

Hoban, Tana. Where Is It? N.Y. Macmillan Publishing Co., 1974.
This is a small-sized book of photographs of a loveable rabbit looking for carrots. A young child would enjoy the questions asked such as "I wonder is it here? Where?

Ireson, Barbara. (Ill. Shirley Hughes) The Faber Book of Nursery Stories.
Faber. (England)

2
Krauss, Ruth. The Happy Egg. (Crockett Johnson, illustrator) Phillip O'Hara Inc., 1967.
This is perhaps the child's first book of sex. It is the adorable story of an egg hatching. The story is very very short and takes one minute to read.

2
Krauss, Ruth. The Carrot Seed. Harper and Brothers, 1945.
A little boy plants a carrot seed and everyone says it won't come up.

2-3
Watson, Wendy. Lollipop. Crowell, 1976.
A delightful story about a Bunny for the youngest child who has wanted a lollipop but couldn't get it. Drawings and words are suitable for 2's.

UNDERSTANDING ONESELF IN BOOKS

4
Alexander, Martha. Blackboard Bear. Dial Press, 1969.
This is one of Alexander's delightful little books. A little boy asks the age-old question "Can I play?" After many rebuffs, he draws a huge bear on the blackboard. When it comes alive he is able to turn the tables on all the big kids who wouldn't play with him. This is a fantasy every little child will understand.

3-4
Aliki. My Hands. Thomas Y. Crowell, 1962.
Bright yellows and simple drawings are used in this book to illustrate all the things hands can do. This is a good book to encourage a child to talk about himself and the wonders of hands.

3-4
Brenner, Barbara. Faces. Dutton. 1970.
Faces provides a challenging format for the young child in his initial search for understanding of the five senses. The pictures reveal our need to touch, feel and then taste, smell, see and hear. The initial pages consist of separate photographs of eyes, ears, nose and mouth; after which the entire face is presented. The final pages point out the importance of communication via our senses. The young child will enjoy the pictures and will like to talk about the parts of his own face.

3-4
Carle, Eric. Do you Want to Be My Friend? Thomas Crowell, 1971.
This unique book is designed to teach children to read from left to right and to tell a story from the pictures. The story is about a mouse looking for a friend. Carle's brilliant collages and a green snake wiggling through each page help to make this a delightful experience for any child.

3-5
Ets, Marie Hall. Play with Me. Viking Press, 1955.
Childhood's most-asked question, "Will you play with me?" is the theme of this sensitive story. A little girl walks through the woods and asks each animal to play, but they all run away. Finally, she sits down and discovers that animals will play if one is very still and very quiet. Delicate line drawings and quiet colors produce a child's book of distinction.

Other books by Ets include: In the Forest. Viking Press, 1944, and Just me. Viking, 1965.

3-4
Hertz, Grete Janus. Hi Daddy, Here I am. (Kirsten Jensinius, Illus). Lerner Publications, 1964.
This is a book for a little girl who waits for her Daddy coming home from work every night. Mette was such a girl and she and her father played a game every night that any little girl would understand. The illustrations are very delicate in pen and ink.

2-3
Hobart, Lois. What is a Whispery Secret? (Martha Alexander, illustrator) Parents' Magazine Press, 1968.
Alexander's sensitive drawings illustrate the beautiful story of "what is the whisperiest secret of all?" Perhaps if every child were brought up with stories like this, the world would be a place of kindness and love.

4
Hoffman, Hilde. The Green Grass Grows All Around. Macmillan, 1968.
An old English folk song is set in modern times and shows the backyard of a little boy who lives in a crowded city.

2-3
Hutchins, Pat. Titch. Macmillan, 1971.
Large clear-cut pictures and simple words tell about Titch, the smallest in the family. Titch always had the smallest of everything, but when they went to plant seeds, Titch had a seed that grew and grew.

3
Iwasaki, Chihiro. Will You Be My Friend? Whitman, 1974.
Alison wants a friend but cannot say "Will you be my friend?" A sensitive book that depicts a young child's deepest longings.

4-5
Kafka, Sherry. (Karla Kushin, illustrator) Big Enough. G. P. Putnam, 1970.
This book helps children understand a child's size in relationship to others. Berry Biddle is a little girl but she is bigger than some things and smaller than others.

3
Kent, Jack. The Grown-Up Day. Parent's Magazine Press, 1969.
Two children play at being grown-up. This is a very good book for 3's.

4
Krasilovsky, Phyllis. (Ninon, illustrator) The Very Little Girl. Doubleday, 1953.
Detailed pictures with many items of interest on each page show how a little girl who can't reach or see over anything, grows and grows until she is big enough to be the big sister of a very little baby brother.

4
Krasilovsky, Phyllis. The Very Little Boy. Doubleday, 1962.
A companion book to The Very Little Girl.

2-5
Mayer, Mercer. If I had... The Dial Press, 1968.
This is a little book with scary pictures of big animals that a little boy wishes he had to scare off all the mean kids he meets; but all he really has is a big brother and he is almost as good. This is a fun story for any child who knows how scary the big wide world can be.

3-4
Rockwell, Anne, F. The Awful Mess. Parents' Magazine Press, 1973.
Olley's family see his room as an awful mess; the baby sitter tidies it up; but ollie puts it back to what it should be--a cave, a traffic jam and a tunnel to crawl through with a friend. The brightly-colored illustrations are simple and the book size is small.

4-5
Sandberg, Inger and Lasse. Come On Out Daddy, Delacorte Press, 1971.
Op art collage-type illustrations show a boy's frustrations as he waits for his father to finish working.

4
Shulevitz, Uri. The Moon in My Room. Harper and Row, 1963.
Fine line delicate drawings illustrate what a little boy does in his own room when he is all by himself. This book shows aloneness in childhood and how one child learns to cope with it.

4-5
Simon, Norma. How Do I Feel? (Joe Lasker, illustrator) Albert Whitman, 1970.
This is a book to help children express how they feel. Parents should pause after the question and listen to the answers, before reading the next page. The twin boys in this book have many feelings all children have:

> "I forgot my hat
> I left it at school
> How do I feel?
>
> Stupid

3-5
Simon, Norma. What Do I Do? What Do I Say? Whitman, 1967.
In the introduction Norma Simon points out the similarities between children everywhere and emphasizes in particular a child's need to make contact with people. The small boys in her book represent children everywhere in the world. The young Manuel is a Puerto Rican child in a large American city but he could be a child anywhere. The appeal may lie in the fact that children will empathize with Manuel and answer the questions with "That's what I would have said."
Questions asked are practical and the child can answer them before the book does.

I want to play
I can't find my doll.
What do I do?

4-6
Skorpen, Liesel, Moah. Elizabeth. (Martha Alexander illustrator) Harper and Row, 1970.
A tiny book for a little girl who has received a present she may not like. Kate receives a doll she dislikes and thinks is ugly, but finally discovers that an ugly doll can be loved.

3-4
Wells, Rosemary. Noisy Nora. Dial Press, 1974.
Nora needs attention - grown-up attention. She finally discovers the best way to get it.

3
Yashima, Taro. Umbrella. Viking, 1958.
A three year old oriental girl longs for a rainy day so she may use her blue umbrella and red rubber boots. Yashima's unique drawings have depth and mood and reality for your child.

3
Yashima, Taro. Youngest One. Viking, 1962.
Impressionistic paintings tell how the youngest one and his neighbor become friends.

4-5
Zolotow, Charlotte. Big Sister and Little Sister. (Martha Alexander, illustrator). Harper and Row, 1966.
A charming book with softly-colored pictures showing the love and care of a big sister for a little sister. The theme is how the little sister learns to show concern and thoughtfulness toward the big sister.

Zolotow, Charlotte. (Maurice Sendak, illustrator) Mr. Rabbit and the Lovely Present. Harper, 1962.
Children brought up in the modern world are usually not taught to make decisions and when such a child must make decisions, the task is difficult. Mr. Rabbit represents the supporting friend one needs to help make decisions. The story is heart-warming and lends a moral as well "The gift given from the heart and not from the pocketbook is the one most meaningful and appreciated."

'WHERE DID I COME FROM BOOKS'

4
Bendick, Jeanne. What Made You You? McGraw-Hill.
This has a section on genes and heridity, a few pages on gestation, and then a baby is born. It is a light-hearted book and has happy pictures and easily understood sentences. The section on mating and fertilization states: "Your father and mother came together in a special way to make love, because they really cared about each other. Part of your father fitted into your mother like a key in a lock, like a foot in a sock, like a hand in a glove."

5
Evans, Eva Knox. The Beginning of Life: How Babies Are Born. (Rob Howard, illustrator) Crowell-Collier Press.
Although written for older children it has a humanness and shows how people feel about each other. This book could be used by the parent to explain to a younger child. The sketches are very good showing the growth of the fetus how the fetus gets food and oxygen and how the baby is born.

4-7
Sheffield, Margaret. Where Do Babies Come From? (Margaret Sheffield, ill.) Alfred A. Knopf.
This book has beautiful paintings that explain the text. It is written for school-age children, but the pictures can be explained to three and four-year olds. These natural and dignified pictures show the parent's embrace, stages of gestation, the birth of the baby and nursing.

3-4
Shapp, Martha and Charles Shapp and Sylvia Shepard. Let's Find Out About Babies. (Jenny Williams, illustrator) Franklin Watts.
This book is written and illustrated for small children. It shows how all kinds of animals grow and develop. Small children will enjoy the pictures.

3-4
Showers, Paul. A Baby Starts to Grow. (Rosalind Fry, illustrator) Crowell.
This is a very good book for a young child. The pictures are childlike and appealing and the textual material is suitable for a three-year-old. The book is mainly a description of life in the womb.

4-5
Showers, Paul and Kay Sperry Showers. Before You Were A Baby. (Ingrid Fetz, illustrator). Thomas Y. Crowell.
This is a book about gestation and shows the various organs in the body and has quite a little detail. It is written in an impersonal way.

3-6
Stein, Sara Bonnett. Making Babies, An Open Family Book for Parents and Children Together. (Doris Pinney, photographer) XYZ Publishing Co. This is one of the best books for children and parents. For each photograph there is a simple text for the parent to read to the child. This is supplemented by a discussion for the parent about the common misunderstandings and anxieties children experience and how parents can help. The pictures are of interest to young children and show a pregnant cat and pregnant mother, a female dog nursing and parents embracing. This book deals with feelings and the photographs are of real people.